

A PROJECT TO CONDUCT A POSTSECONDARY EDUCATION RIGOR ANALYSIS



November 7, 2008

Submitted to:
Iowa Legislative Services Agency
Postsecondary Education Rigor
Analysis Committee



Original

A Project to Conduct a Postsecondary Education Rigor Analysis

Submitted To:

**Legislative Services Agency
Response to RFP
Attn: Ms. Kathleen Hanlon
Senior Research Analyst
State Capitol Building
1007 East Grand Avenue
Des Moines, Iowa 50319**

Submitted By:



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November 5, 2008

Ms. Kathleen Hanlon
Senior Research Analyst
Legislative Services Agency
State Capitol Building
1007 East Grand Avenue
Des Moines, Iowa 50319

Dear Ms. Hanlon:

MGT of America, Inc., is pleased to submit this proposal to the Legislative Services Agency and the Postsecondary Education Rigor Analysis Committee to conduct a *Postsecondary Education Rigor Analysis*. We have reviewed the Request for Proposals (RFP) carefully and have strived to create a proposal that is fully responsive to your needs.

MGT is a national leader in higher education planning and research. We offer a variety of consulting services to legislatures and governors' offices, higher education coordination and governance boards, and colleges and universities throughout the country, including articulation and retention studies, needs assessments, feasibility studies, market analyses, strategic planning, enrollment management research and projections, program reviews, organizational and operations reviews, and management studies.

By submitting this proposal, MGT expresses its commitment to perform work in accordance with the requirements of the RFP. The methodology and work plan described in our proposal are designed to meet all such requirements, and the project schedule conforms to the due dates that are outlined in the RFP.

We have carefully chosen members for the proposed project team based on their understanding of and experience with higher education articulation and retention from the institutional and state perspectives. All of the members on our proposed project team have been involved in assessing barriers and identifying opportunities for more effective and efficient policies, practices, and programs. Of particular importance, individuals on our team have worked at both the campus level and in system offices, and understand the tradeoffs between autonomy and collaboration. Collectively, we believe that our team brings a depth of understanding and professional judgment to this project that is unlikely to be matched by other vendors.

We appreciate your consideration of our proposal and look forward to the opportunity to work on this important project. If you have any questions, please contact Dr. Cynthia Balogh, Project Director, at (850) 386-3191 or CBalogh@MGTofAmerica.com.

Sincerely,

A handwritten signature in dark ink, appearing to read "Michelle Juarez", written in a cursive style.

Michelle Juarez
Vice President of Finance and Administration

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1.0: UNDERSTANDING OF PROJECT

1.0: UNDERSTANDING OF PROJECT

MGT of America, Inc. is pleased to present our qualifications to conduct a postsecondary education rigor analysis for the Iowa General Assembly Postsecondary Education Rigor Analysis Committee. In this chapter, we summarize our understanding of the project, review background information, and outline several factors that we believe are key to the success of the project. Successive chapters outline our firm's qualifications and relevant experiences as well as the project team qualifications and staffing plan. Within our work plan, we develop our approach to the project, present our proposed tasks to accomplish the goals of the project, and provide a timeline for input, review and analysis activities.

1.1: Overview of Postsecondary Education in Iowa

This section provides data relevant to this study commissioned by the Iowa General Assembly Post-secondary Education Rigor Analysis Committee (the Committee). In order to address the goals of the study, the following background information about Iowa is provided:

- Population data, including trends and the education pipeline.
- An overview of the public community colleges, including enrollment and demographic data.
- An overview of the Regent universities, including enrollment and retention data.
- Retention data for the Regent universities, including the sub-groups of students who transfer into the universities from Iowa community colleges.

1.1.1: Population Data

The population of Iowa is close to 3 million (as estimated in 2007), which represents a 7.6 percent increase since 1990 (**Exhibit 1-1**).

EXHIBIT 1-1
POPULATION OF IOWA 1990-2007

	2007	2000	1990	Change
Population	2,988,046	2,926,324	2,776,755	7.6%

Sources: U.S. Census Bureau, 2007 Population Estimates,
2000 Census, 1990 Census

The last census was conducted in 2000, at which time 74.9 percent of the population was age 18 or older, and 64.8 percent was age 25 years or older (**Exhibit 1-2**).

EXHIBIT 1-2
POPULATION OF IOWA BY GENDER AND AGE

	2000	
	Number	Percent
Total Population	2,926,324	
Male	1,435,515	49.1%
Female	1,490,809	50.9%
Median Age	36.6	
Under 5 Years	188,413	6.4%
18 Years & Over	2,192,686	74.9%
25 Years & Over	1,895,856	64.8%
65 Years & Over	436,213	14.9%

Source: U.S. Census Bureau, 2000 Census

According to the U.S. Census Bureau's projections, Iowa's population is estimated to hover close to 3 million through 2030. A slight increase in population is expected through 2015, followed by a slight decrease through 2030 (**Exhibit 1-3**).

EXHIBIT 1-3
IOWA POPULATION PROJECTIONS 2005-2030

		Change from Previous	Change from 2000 Census
2000 Census	2,926,324		
2005 Proj.	2,973,700	1.6%	1.6%
2007 Est.	2,988,046	0.5%	2.1%
2010 Proj.	3,009,907	1.2%	2.9%
2015 Proj.	3,026,380	0.5%	3.4%
2020 Proj.	3,020,496	-0.2%	3.2%
2025 Proj.	2,993,222	-0.9%	2.3%
2030 Proj.	2,955,172	-1.3%	1.0%

Sources: U.S. Census Bureau, 2005 Interim State
Population Projections, 2007 Population Estimates

The U.S. Census' American Community Survey provides details about the education pipeline in Iowa (see **Exhibit 1-4**). Between 2000 and 2006, Iowa realized a 6.7 percent decrease in elementary school enrollees, a 7.6 percent decrease in middle school enrollees, and a 1.3 percent increase in high school enrollees; this suggests that students are leaving the Iowa education pipeline prior to completion and/or the pipeline is not being refreshed with new students. This may result in a decline in post-secondary enrollment in the future, though between 2000 and 2006 there was a 13.1 percent increase in the number of Iowa residents enrolled in college. Furthermore, during the same period there were marked increases in the numbers of Iowa residents obtaining associates', bachelors', and graduate/professional degrees.

EXHIBIT 1-4
SCHOOL ENROLLMENT AND EDUCATIONAL ATTAINMENT

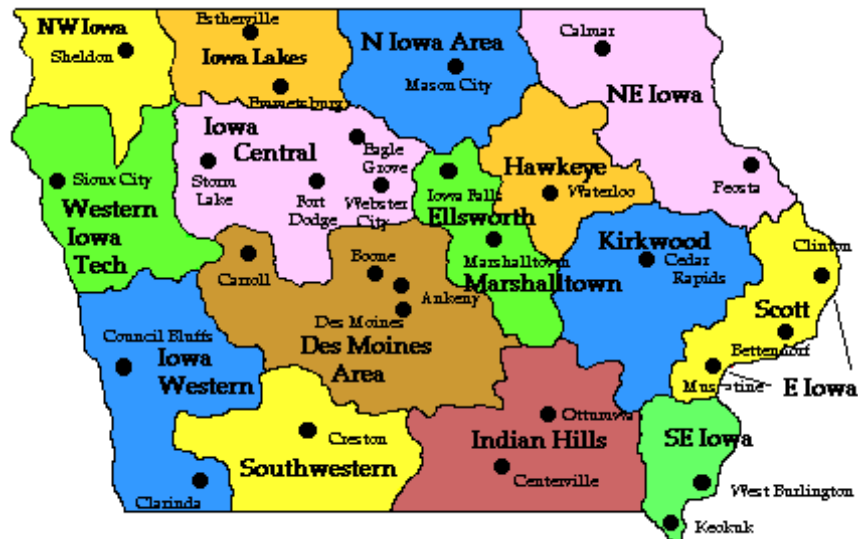
School Enrollment	2006	2000	Change
Pop. 3 years & over enrolled in school	791,161	792,057	-0.1%
Nursery school, preschool	52,691	52,114	1.1%
Kindergarten	37,412	40,105	-6.7%
Elementary school (grades 1-8)	311,141	336,676	-7.6%
High school (grades 9-12)	178,091	175,856	1.3%
College or graduate school	211,826	187,306	13.1%
Educational Attainment	2006	2000	Change
Pop. 25 years & over	1,952,026	1,895,856	3.0%
Less than 9th grade	85,198	105,424	-19.2%
9th to 12th grade, no diploma	130,977	158,012	-17.1%
High school graduate (incl. equivalency)	695,373	683,942	1.7%
Some college, no degree	394,090	405,748	-2.9%
Associate's degree	177,466	140,640	26.2%
Bachelor's degree	324,529	278,350	16.6%
Graduate or professional degree	144,393	123,740	16.7%
Percent high school graduate or higher	88.9%	86.1%	2.8%
Percent bachelor's degree or higher	24.0%	21.2%	2.8%

Sources: U.S. Census, 2006 American Community Survey, 2000 Census

1.1.2: Community Colleges

Iowa is home to 15 public comprehensive community colleges, each of which serves a multi-county area. The colleges are governed by locally-elected boards of directors and comply with standards set forth by the State Board of Education. The geographic orientation of the colleges' service areas (depicted in **Exhibit 1-5**) ensures access to residents across the state; several of the colleges host campuses in more than one location within their service areas.

EXHIBIT 1-5 IOWA COMMUNITY COLLEGES AND SERVICE AREAS



Source: Iowa Department of Education

The community colleges maintain open-door admission policies and provide instruction in three primary areas:

- *Adult education*, which includes basic education programs for adults who have less than eighth grade educations, high school completion programs, supplementary career programs of vocational and technical education, and continuing education programs.
- *Preparatory career programs* of vocational and technical education.
- *The college parallel program*, which provides arts and sciences courses that may be transferred to other institutions as the equivalent of the first two years of a baccalaureate program.

In addition, the colleges offer a variety of outreach programs to help meet the needs of Iowans.

In July 2008, the Department of Education published *Iowa Community Colleges Performance Indicators*, which includes a five-year plan for the community colleges that aligns with the state's five-year strategic plan. In order to achieve the goals set forth in the five-year plan, attention must be paid to rigor in the community college setting. The National Institute for Staff and Organizational Development (NISOD), which is committed to the professional development of community college faculty, staff, and administrators, offers a definition of rigor that helps inform this study:

Academic rigor can be defined as the set of standards we set for our students, and the expectations we have for our students and ourselves....Rigor includes our basic philosophy of learning – we expect our students to demonstrate not only content mastery but applied skills and critical thinking about the disciplines being

taught. Rigor also means that we (higher education professionals) expect much from ourselves, our colleagues, and our institutions. (Academic Rigor in the Open-Door College, NISOD Innovation Abstracts, vol. xxiv, no. 16, August 30, 2002)

Community colleges are a vital component of higher education in Iowa. As a collective, they realized a 2.5 percent increase in enrollment between 2006 and 2007, as highlighted in **Exhibit 1-6**. Four of the colleges experienced modest declines in enrollment during that period, ranging from 1.0 percent (Iowa Valley) to 1.8 percent (Western Iowa Tech). Five of the colleges experienced particularly sizeable increases in enrollment, ranging from 4.4 percent (Iowa Central) to 8.7 percent (Des Moines Area).

EXHIBIT 1-6
COMMUNITY COLLEGE ENROLLMENT, 2006-2007

Community Colleges	Fall 2007	Fall 2006	Change
Northeast Iowa	4,804	4,763	0.9%
North Iowa Area	3,272	3,222	1.6%
Iowa Lakes	3,170	3,213	-1.3%
Northwest Iowa	1,288	1,224	5.2%
Iowa Central	5,731	5,491	4.4%
Iowa Valley	2,800	2,829	-1.0%
Hawkeye	5,803	5,803	0.0%
Eastern Iowa	7,329	7,192	1.9%
Kirkwood	15,075	15,055	0.1%
Des Moines Area	18,320	16,854	8.7%
Western Iowa Tech	5,191	5,284	-1.8%
Iowa Western	5,300	5,375	-1.4%
Southwestern	1,464	1,383	5.9%
Indian Hills	4,174	3,953	5.6%
Southeastern	3,351	3,320	0.9%
Total	87,072	84,961	2.5%

Source: Iowa Department of Education, Iowa Community Colleges
Fall 2007 Credit Student Enrollment Report

In 2007, full-time enrollment at the 15 Iowa community colleges ranged from approximately 38 percent at Des Moines Area and Western Iowa Tech to 64.1 percent at Indian Hills (see **Exhibit 1-7**).

EXHIBIT 1-7
COMMUNITY COLLEGE FULL-TIME AND
PART-TIME ENROLLMENT, FALL 2007

Community Colleges	Full-Time	Part-Time
Northeast Iowa	43.4%	56.6%
North Iowa Area	51.8%	48.2%
Iowa Lakes	48.1%	51.9%
Northwest Iowa	47.0%	53.0%
Iowa Central	45.2%	54.8%
Iowa Valley	53.6%	46.4%
Hawkeye	58.1%	41.9%
Eastern Iowa	45.8%	54.2%
Kirkwood	56.5%	43.5%
Des Moines Area	37.8%	62.2%
Western Iowa Tech	38.4%	61.7%
Iowa Western	54.0%	46.0%
Southwestern	51.8%	48.2%
Indian Hills	64.1%	35.9%
Southeastern	55.0%	45.0%

Source: Iowa Dept of Education, Iowa Community Colleges Fall 2007 Credit Student Enrollment Report

The median age of students enrolled at Iowa community colleges in Fall 2007 was 21 (see **Exhibit 1-8**). The majority of students (69 percent) were age 22 and under, with 25.9 percent of students age 17 and under. In general, as age increased, enrollment decreased; however, the exception was 27-30 year old students who enrolled at a lower rate than 31-39 year olds or 40-55 year olds.

EXHIBIT 1-8
AGE DISTRIBUTION OF COMMUNITY COLLEGE ENROLLEES, FALL 2007

Age	Percent
17 & Under	25.9%
18-22	43.1%
<i>median age = 21</i>	
23-26	9.8%
27-30	6.0%
31-39	7.7%
40-55	6.3%
Over 55	0.7%
Unknown	0.7%

Source: Iowa Dept of Ed, Iowa Community Colleges
Fall 2007 Credit Student Enrollment Report

Iowa community colleges enrolled more females than males in Fall 2007 (56.1 percent versus 43.8 percent), and a 93.3 percent of students were Iowa residents (see **Exhibit 1-9**). Also, 89.5 percent of students were White; Black students represented the second largest group (4.5 percent), followed by Hispanic students (3.4 percent).

EXHIBIT 1-9
COMMUNITY COLLEGE ENROLLMENT DEMOGRAPHICS, FALL 2007

Gender		Ethnicity	
Male	43.8%	American Indian	0.6%
Female	56.1%	Asian	1.9%
Unkown	0.1%	Black	4.5%
Residency		Hispanic	3.4%
Iowa	93.3%	White	89.5%
Non-Iowa	5.8%	Note: Ethnicity percentages are based on total responding, not on total enrollment.	
Foreign	0.8%		
Unkown	0.1%		

Source: Iowa Dept of Education, Iowa Community Colleges Fall 2007 Credit Student Enrollment Report

More than half of Iowa community college students enroll in Arts and Sciences programs (58.2 percent in Fall 2007 and 57.6 percent in 2006; see **Exhibit 1-10**). Arts and Sciences programs experienced the largest increase in students between 2006 and 2007, but Career Option programs and Career and Technical programs witnessed increases as well. The numbers of students enrolled in Combined programs decreased substantially.

EXHIBIT 1-10
COMMUNITY COLLEGE ENROLLMENT BY PROGRAM TYPE, 2006-2007

Programs	Fall 2007		Fall 2006		Change	
Arts & Sciences	50,644	58.2%	48,910	57.6%	1,734	3.5%
Career Option	5,284	6.1%	5,258	6.2%	26	0.5%
Career & Technical	30,407	34.9%	29,731	35.0%	676	2.3%
Combined	737	0.8%	1,062	1.2%	-325	-30.6%
Total	87,072		84,961		2,111	

Source: Iowa Department of Education, Iowa Community Colleges Fall 2007 Credit Student Enrollment Report

In the 2002 cohort of Iowa community college students, individuals who completed the A.A. degree transferred to four-year institutions at a much higher rate (67.1 percent) than those who completed the A.A.S (14.5 percent) or who were not awarded degrees (15.6 percent) as shown in **Exhibit 1-11**. This is representative of the fact that the A.A. is designed to facilitate transfer, a process fostered by the statewide articulation agreement described in the following section.

EXHIBIT 1-11
CUMULATIVE TRANSFER RATE OF
IOWA COMMUNITY COLLEGE STUDENTS, 2002 COHORT

Award Type	No. Granted	Transfer	Percent
Associate in Arts (A.A.)	3,713	2,491	67.1%
Associate in Applied Sciences (A.A.S.)	3,631	528	14.5%
Non-Awardee (No Degree Granted)	49,895	7,798	15.6%

Note: Transfer rate is to four-year institutions within three years

Source: Iowa Department of Education, Iowa Community Colleges

Performance Indicators July 2008

1.1.3: Articulation

More than 4,500 students transfer from Iowa community colleges to degree programs at the Regent universities each year. The transfer process is facilitated by the Liaison Advisory Committee on Transfer Students (LACTS), which was formed in 1972. LACTS cites seven statewide agreements that serve as the foundation for the transfer of credit:

- Associate of Arts Articulation Agreement.
- Associate of Science Articulation Agreement.
- Vocational-Technical Credit Agreement.
- Common Grading Symbols and Definitions Agreement.
- Credit by Examination Agreement.
- Military Credit Agreement.
- International Student Academic Credential Evaluation Agreement.

Articulation options include:

- Acceptance of full two-year degree in meeting all or some of the general education requirements at a four-year university (e.g., the statewide A.A. articulation agreement).
- Program-to-program articulation between a two-year degree program and requirements for a related program at a university (e.g., Turf and Greenhouse Management diploma/A.A. articulates to the Horticulture program at Iowa State University).
- Course equivalencies – acceptance of community colleges courses as meeting degree requirements at a university.
- Articulation of a course or group of vocational-technical courses at a community college that are accepted in a four-year bachelor's program to meet degree requirements (e.g., Robotics Automation Technology courses at a community college to the Technology Management program at University of Northern Iowa).

In addition to preparing many students for transfer to four-year institutions, all Iowa community colleges enroll high school students who are supplementing their curricula with

college-level coursework. In Fall 2007, 26.2 percent of the individuals enrolled in community college coursework were high school students (**Exhibit 1-12**).

EXHIBIT 1-12
HIGH SCHOOL STUDENT ENROLLMENT AT
IOWA COMMUNITY COLLEGES, FALL 2007

College	HS Students	All Students	Percent HS
Northeast Iowa	1,655	4,804	34.5%
North Iowa Area	874	3,272	26.7%
Iowa Lakes	1,165	3,170	36.8%
Northwest Iowa	560	1,288	43.5%
Iowa Central	2,497	5,731	43.6%
Iowa Valley	674	2,800	24.1%
Hawkeye	1,247	5,803	21.5%
Eastern Iowa	1,220	7,329	16.6%
Kirkwood	1,492	15,075	9.9%
Des Moines Area	5,364	18,320	29.3%
Western Iowa Tech	2,738	5,191	52.7%
Iowa Western	1,515	5,300	28.6%
Southwestern	501	1,464	34.2%
Indian Hills	679	4,174	16.3%
Southeastern	615	3,351	18.4%
Total	22,796	87,072	26.2%

Source: Iowa Dept of Education, Iowa Community Colleges Fall 2007
Credit Student Enrollment Report

1.1.4: Regent Universities

Iowa is home to three public universities that are governed by the Board of Regents:

- *Iowa State University* is located in Ames and is the state's land grant university. Its Carnegie classification is Research-Very High and it offers undergraduate, graduate, and professional degrees through its eight colleges: Agriculture and Life Sciences, Business, Design, Engineering, Human Sciences, Liberal Arts and Science, Veterinary Medicine, and the Graduate College.
- *University of Iowa* is located in Iowa City. Its Carnegie classification is Research-Very High and it offers undergraduate, graduate, and professional degrees through its 11 colleges: Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, Public Health, and the Graduate College.
- *University of Northern Iowa* is located in Cedar Falls. Its Carnegie classification is Master's-Larger Programs and it offers undergraduate and graduate degrees through its seven colleges: Business Administration, Education, Humanities and

Fine Arts, Natural Sciences, Social and Behavioral Sciences, Continuing Education and Special Programs, and the Graduate College.

All three Regent universities experienced increases in enrollment between Fall 2006 and Fall 2007 (**Exhibit 1-13**). The University of Iowa, which is the largest of the three institutions, had the smallest increase in enrollment (1.4 percent), but surpassed 30,000 students for the first time.

EXHIBIT 1-13
TOTAL ENROLLMENT AT IOWA REGENT UNIVERSITIES, 2006-2007

Total Enrollment	Fall 2007	Fall 2006	Change
Iowa State University	26,160	25,462	2.7%
University of Iowa	30,409	29,979	1.4%
University of Northern Iowa	12,609	12,260	2.8%

Source: Iowa Board of Regents

There was a 2.2 percent increase in total enrollment at the three Regent universities between 2006 and 2007 (**Exhibit 1-14**), marking the first increase in overall enrollment since 2003. The largest increase in enrollment was realized in professional programs: Iowa State University experienced a 12.1 percent increase in professional program enrollment, but the University of Iowa is home to a much larger professional student population and experienced a 4.3 percent increase during the same period. Undergraduate and graduate enrollments grew by approximately 2.0 percent with the University of Northern Iowa witnessing the largest increases in both populations.

EXHIBIT 1-14
ENROLLMENT BY LEVEL AT IOWA REGENT UNIVERSITIES, 2006-2007

Undergraduate Enrollment	Fall 2007	Fall 2006	Change
Iowa State University	21,004	20,440	2.8%
University of Iowa	20,907	20,738	0.8%
University of Northern Iowa	11,010	10,702	2.9%
Total Undergraduate	52,921	51,880	2.0%
Graduate Enrollment	Fall 2007	Fall 2006	Change
Iowa State University	4,664	4,583	1.8%
University of Iowa	5,482	5,388	1.7%
University of Northern Iowa	1,599	1,558	2.6%
Total Graduate	11,745	11,529	1.9%
Professional Enrollment	Fall 2007	Fall 2006	Change
Iowa State University	492	439	12.1%
University of Iowa	4,020	3,853	4.3%
University of Northern Iowa	n/a	n/a	n/a
Total Professional	4,512	4,292	5.1%
TOTAL ENROLLMENT	69,178	67,701	2.2%

Source: Iowa Board of Regents

1.1.5: Retention

Retention was fairly consistent between 2000 and 2006 at all three Regent universities (see **Exhibit 1-15**). More than 80 percent of entering students returned for the second year and at least 73 percent returned for the third year. The four-year graduation rate ranged from 31.2 percent (Iowa State University's 2000 cohort) to 41.7 percent (University of Iowa's 2003 cohort). The six-year graduation rates were available for the 2000 and 2001 cohorts; the University of Northern Iowa's cohorts represented both the low (65.0 percent) and high (67.1 percent) ends of the range.

EXHIBIT 1-15
RETENTION AT IOWA REGENT UNIVERSITIES, 2000-2006

Entering Classes	2000		2001		2002		2003		2004		2005		2006	
Iowa State University														
Number in Cohort	4,289		4,598		4,167		3,860		3,674		3,745		3,952	
Returned 2nd Year	3,591	83.7%	3,837	83.4%	3,510	84.2%	3,270	84.7%	3,151	85.8%	3,125	83.4%	3,354	84.9%
Returned 3rd Year	3,203	74.7%	3,401	74.0%	3,156	75.7%	3,004	77.8%	2,866	78.0%	2,846	76.0%		
Graduated 4th Year	1,339	31.2%	1,463	31.8%	1,399	33.6%	1,364	35.3%						
Graduated 6th Year	2,822	65.8%	3,018	65.6%										
University of Iowa														
Number in Cohort	3,647		3,930		4,097		4,014		3,982		3,818		4,256	
Returned 2nd Year	3,009	82.5%	3,236	82.3%	3,372	82.3%	3,334	83.1%	3,356	84.3%	3,211	84.1%	3,519	82.7%
Returned 3rd Year	2,719	74.6%	2,879	73.3%	3,025	73.8%	3,051	76.0%	3,019	75.8%	2,920	76.5%		
Graduated 4th Year	1,442	39.5%	1,556	39.6%	1,658	40.5%	1,673	41.7%						
Graduated 6th Year	2,389	65.5%	2,589	65.9%										
University of Northern Iowa														
Number in Cohort	2,218		2,064		1,822		1,740		1,652		1,694		1,684	
Returned 2nd Year	1,863	84.0%	1,681	81.4%	1,468	80.6%	1,417	81.4%	1,337	80.9%	1,390	82.1%	1,386	82.3%
Returned 3rd Year	1,685	76.0%	1,515	73.4%	1,330	73.0%	1,297	74.5%	1,217	73.7%	1,263	74.6%		
Graduated 4th Year	751	33.9%	666	32.3%	640	35.1%	588	33.8%						
Graduated 6th Year	1,488	67.1%	1,342	65.0%										

Source: Iowa Board of Regents

There was some variability in one-year retention rates (otherwise noted as students who return for the second year on campus) for the entire Regent university populations and the sub-groups of students who transferred to the universities from Iowa community colleges (see **Exhibit 1-16**):

- At Iowa State University, the range for the general population was 83.4-85.8 percent, and the range for community college transfer students was 70.8-91.7 percent.
- At the University of Iowa, the range for the general population was 82.3-84.3 percent, and the range for community college transfer students was 52.2-100 percent.
- At the University of Northern Iowa, the range for the general population was 80.6-84.0 percent, and the range for community college transfer students was 67.2-88.7 percent.

However, when considering the retention rates of students who transfer from Iowa community colleges to Iowa Regent universities, there are differences in three primary sub-groups: students who earned the Associate in Arts Degree (A.A.), students who earned other Associate's Degrees, and those who did not earn Associate's Degrees. In general, students who earn the A.A. before transferring to the Iowa Regent universities return for the second year at higher rates than their transfer peers who did not earn the A.A.

EXHIBIT 1-16
ONE-YEAR RETENTION RATES FOR STUDENTS WHO
TRANSFERRED FROM IOWA COMMUNITY COLLEGES
TO IOWA REGENT UNIVERSITIES, 2000-2006

Entering Classes	2000	2001	2002	2003	2004	2005	2006
Iowa State University							
Associate in Arts Degree	84.4%	81.7%	83.5%	80.5%	85.4%	83.4%	83.9%
Other Associate's Degree	82.0%	84.4%	80.6%	83.2%	70.8%	86.8%	91.7%
No Associate's Degree	78.9%	77.4%	75.9%	73.5%	74.6%	74.9%	72.7%
Average	81.8%	81.2%	80.0%	79.1%	76.9%	81.7%	82.8%
University of Iowa							
Associate in Arts Degree	73.8%	80.2%	80.1%	75.6%	78.4%	74.3%	84.7%
Other Associate's Degree	66.7%	52.2%	58.3%	100.0%	74.4%	71.0%	68.4%
No Associate's Degree	74.5%	71.5%	74.8%	76.4%	77.3%	75.0%	79.3%
Average	71.7%	68.0%	71.1%	84.0%	76.7%	73.4%	77.5%
University of Northern Iowa							
Associate in Arts Degree	88.6%	88.7%	85.6%	85.0%	83.2%	85.9%	87.7%
Other Associate's Degree	83.8%	72.4%	77.3%	80.0%	80.4%	79.1%	79.5%
No Associate's Degree	72.9%	68.8%	70.0%	67.2%	72.4%	68.7%	80.6%
Average	81.8%	76.6%	77.6%	77.4%	78.7%	77.9%	82.6%

Source: Iowa Board of Regents

1.1.6: Summary

The data provided in this section highlight key trends related to Iowa's population and community colleges and Regent universities enrollment, and provide the foundation for MGT's framework for this study of post-secondary education rigor analysis. Iowa's community colleges and Regent universities provide opportunities for residents across the state to access higher education. In examining the quality of the educations those students receive, a study of rigor must pay due attention to a variety of factors, including barriers to transition between the community colleges and universities, the impact of articulation agreements on such transitions, and whether lower level courses at the community colleges and Regent universities offer comparable experiences.

1.2: Scope of Services Requested

The Committee's Request for Proposals specified that the consultant:

- Conduct a comprehensive postsecondary rigor analysis to determine the barriers to the seamless transition of community college students and graduates to Regent universities, including the transfer of credits earned for community college arts and sciences and vocational technical coursework to the universities and to the

universities' colleges and the advantages and disadvantages of uniformity of curriculum and diversity of curriculum, and also to:

- Identify and review solutions to the barriers identified, which shall include but not be limited to solutions which have been used successfully in other states.
 - For each solution identified and reviewed, evaluate the potential costs of instituting any proposed or identified action.
 - Review the most recent report on statewide articulation agreements issued by LACTS and assess the functionality and benefits of the Regent universities web page, and request any additional relevant information from the Committee.
-
- Determine how community college students, including students who are enrolled under a district-to-community college sharing agreement or concurrent enrollment program, perform on subsequent coursework at Regent universities.
 - Measure and review the levels of compliance of each community college and Regent university with the faculty accreditation standards of the North Central Association of Colleges and Schools and other accrediting agencies, and, in the case of community colleges, with the provisions of Iowa Code Section 260C.36.
 - Define rigorous college level coursework, identify and review measures for determining whether an institution's coursework meets the definition, and apply those measures to the coursework provided by the community colleges and Regent universities.
 - Utilize Iowa data available from community colleges, the Department of Education, and the Board of Regents.
 - Submit progress reports and final reports as required by the Request for Proposals.

1.3: Key Factors for Project Success

When MGT determines that it will submit a response to a Request for Proposals, we focus immediately on what must be done to ensure that the completed project will meet the client's needs and expectations. As part of our project planning, we identify what we call "key factors for project success." That is, we list the various attributes that our project approach and staffing plan must have in order to achieve a successful outcome. Listed below are the major factors that we believe the Iowa Legislative Services Agency and the Postsecondary Education Rigor Analysis Committee should consider in selecting a consultant.

The selected consultant project team must have:

- **A broad and extensive background in higher education policy and planning at the system and institutional levels**, including statewide 2+2 structures, articulation, accreditation, market analysis, and a thorough understanding of the impact of policy and its implantation on fostering student transfer between institutions.
- **An understanding of and experience with the unique factors related to student articulation between institutions of higher education**, including the perspectives of both university and community college systems, faculty commitment to program integrity, general education core, articulation requirements, statewide structures of higher education, appeals and grievance processes, communication of policy and procedures, and barriers to students progression to degree completion.
- **The ability to work together as a collaborative team on behalf of the client**, and as a productive and efficient research and planning team under pre-established time constraints.
- **A clear understanding of team members' roles, responsibilities, assignments, and project deliverables**, and the order in which activities must take place to ensure an efficient and effective academic rigor analysis.
- **Defined priorities and the ability to track project progress**. In previous engagements, we have found that the development of, and adherence to, a detailed and realistic work plan provides the best assurance to the client that the project will be completed on time, will fall within its budget, and will achieve the expected results.

We believe our data collection, review and analysis plan, and most importantly, the seasoned project team we have assembled, will address each of the above key factors and will contribute to the ultimate success of this project.

2.0: TECHNICAL PROPOSAL

2.0: TECHNICAL PROPOSAL

MGT is pleased to present our technical proposal to the Iowa Postsecondary Education Rigor Analysis Committee (Committee). In this chapter, we provide our understanding of the project and our approach to conducting the analysis with a proposed work plan and methodology. Within our work plan, we develop our approach to the project, present our proposed tasks to accomplish the goals of the project, and provide a timeline for input, review, and analysis activities. Additionally, qualifications of our key personnel are included.

2.1: *Project Understanding*

Iowa provides postsecondary education opportunities for its residents through community colleges and state universities. Community colleges offer programs for workforce preparation and advancement, and for baccalaureate transfer. An open door admission policy encourages all individuals to continue with education to further their employment and meet their professional development needs. Access is enhanced through a broad array of programs, geographic location of community colleges throughout Iowa, and affordable tuition levels. With a focus on the community, these institutions are well-suited to respond to area training, cultural, and entertainment needs and interests. In addition to these advantages to individuals and business enterprises, community colleges offer postsecondary education opportunities that are cost-efficient for tax payers.

Iowa's three public universities provide strong baccalaureate, graduate, and professional degree programs, research, and community service. They have long histories of driving economic development and improving the quality of life for Iowans. Through distinctive missions, the universities offer a broad range of programs without unnecessary duplication. Each Regent university has developed articulation agreements to assist community college students in planning their programs of study and in making the transition to different institutions.

Articulation ties together the state's postsecondary education efforts into opportunity for Iowans to acquire knowledge and skills in an effective and efficient manner – efficient, that is, for individuals as well as the state overall. Articulation is both a policy network at the state and institutional levels, and a set of practices that permit and encourage ongoing access to and success in the education and training of individuals without unintended barriers. Barriers to articulation may relate to:

- Policies and practices that do not afford transfer students the same access university native students have to upper level coursework and/or high demand programs.
- Perceptions that transfer students are not adequately prepared to perform well in upper level coursework.

- Requirements to repeat coursework at a university that was successfully completed at a community college.

The effectiveness of a state's articulation policies and practices is dependent upon community colleges and universities providing learning experiences with comparable levels of rigor for lower level coursework. Since lower level coursework is delivered in vastly different ways depending on institutional and programmatic characteristics, the learning experiences will not be identical, but can and should be comparable. When learning experiences are comparable, students who progress from either community colleges or universities to upper level coursework are prepared to perform at similar levels of success. Comparable successful performance is illustrated through measures such as grade point averages, retention rates, and degree completion rates.

Rigor is an essential underlying element for providing comparable lower level learning experiences that prepare students for successful completion of the baccalaureate degree. Based on our understanding of the purpose of the study as presented in the RFP, we believe that the analysis of rigor should involve consideration of the learning experiences at the lower level, barriers to progressing to upper level coursework, and performance at the upper level.

2.2: Approach, Methodology, and Preliminary Work Plan

In order to conduct an analysis of rigor successfully and efficiently, the project must be carefully planned and executed. In designing the preliminary work plan, MGT's proposed approach and methodology will analyze rigor by investigating three aspects of articulation:

1. *Learning Experiences in Lower Level Coursework:* The delivery of coursework varies considerably depending on institutional and programmatic characteristics. For example, universities may offer introductory coursework by using a talented cadre of graduate students, whereas community colleges may use a network of adjunct instructors with extensive experience in business, industry, and the health professions. Rigor or quality is provided, in part, via faculty credential standards set by external accrediting bodies. Compliance with accrediting standards is essential to addressing the concerns of comparable learning experiences. The proposed methodology will examine how community colleges and universities monitor compliance and will review a sample of faculty credentials for compliance with standards set by the North Central Association of Colleges and Schools, and for community colleges, compliance with Iowa Code 260C.36.
2. *Barriers to Progressing to Upper Level Coursework:* Iowa's colleges and universities have developed an extensive set of articulation agreements to accommodate community college students continuing their educations toward baccalaureate completion. Despite this network of policies, barriers to articulation may remain. The proposed methodology will explore barriers to articulation in Iowa—both tangible and perceived. In addition, we will review how other states have successfully addressed barriers to articulation and will assess the applicability of and costs for implementing such strategies in Iowa.

3. *Performance at the Upper Level:* A strong indicator of rigor at the lower level of coursework is student success in upper level coursework. MGT's proposed methodology will analyze success through performance measures such as grade point averages, retention rates, and degree completion rates. Where data availability limits the research, we will prepare a comprehensive data analysis plan to provide for analyses of student success that would be meaningful to the state's efforts to enhance articulation.

It is our goal that both MGT and the Committee fully agree on the parameters, resources, and guidelines to be employed during the course of the study. At a minimum, this would include the following:

- A clear understanding between the Committee and the MGT project team regarding study goals, objectives, processes, availability of data, schedules, and products.
- Agreement on the timing of status and progress reports and/or meetings with the Committee's project officer.
- Maximization of opportunities to convey preliminary findings and allow for participation and review of draft reports by appropriate Committee members, staff, and others.

We place great importance on our work plan. It is the document we use to monitor our activities internally and keep the project on schedule. It also will serve as the basis from which the Committee's Project Officer can track our efforts. The remainder of this section provides a detailed description of the preliminary work plan we have designated to accomplish all objectives of the rigor analysis study.

The proposed study includes eight essential tasks:

- | |
|---|
| <p>Task 1.0: Project Initiation and Administration</p> <p>Task 2.0: Review of Relevant Information and Documents</p> <p>Task 3.0: Review of Compliance with Accreditation Standards and Iowa Code</p> <p>Task 4.0: Review of Articulation between Iowa Community Colleges and Regent Universities</p> <p>Task 5.0: Analysis of Articulation Policies and Programs in Other States</p> <p>Task 6.0: Analysis of Student Performance in Upper Level Coursework</p> <p>Task 7.0: Identification of Issues and Potential Solutions</p> <p>Task 8.0: Report Preparation and Presentation</p> |
|---|

Detailed objectives and research activities to accomplish these tasks are outlined below.

TASK 1.0: PROJECT INITIATION AND ADMINISTRATION

Objectives:

- Establish groundwork for a successful project.
- Develop a more complete understanding of the background and issues that contribute to the need for the current project.
- Ensure that the project approach and schedule meet the needs and expectations of the Committee.

Activities:

- 1.1 Contact the Committee project officer to schedule an initiation meeting and to determine the appropriate roster of participants.
- 1.2 Discuss conditions and events contributing to need for this project.
- 1.3 Identify MGT team members, roles, and lines of communication.
- 1.4 Review availability of data and preliminary work plan, and determine need for refinements.
- 1.5 Determine expectations for project report(s) and presentation.
- 1.6 Confirm project schedule and deadlines.
- 1.7 Revise work plan and schedule, as necessary.

MGT Deliverable:

- Revised work plan and schedule.

Committee Responsibilities:

- Designate Committee project officer.
- Schedule project kickoff meeting.

TASK 2.0: REVIEW OF RELEVANT INFORMATION AND DOCUMENTS

Objective:

- Identify and compile existing relevant information.

Activity:

2.1 Identify, request, and review copies of background materials and data relevant to the analysis of rigor in postsecondary education, including:

- Enrollment, retention, and program/degree completion data and reports for community colleges, universities, and district-to-community college sharing agreements/concurrent enrollment programs.
- Enrollment trends and projections.
- Transfer application, acceptance, and enrollment trends and related reports.
- Planning documents, including the response to Iowa Code 260C.36.
- Relevant policy, procedure, and compliance documents.
- Previous reports on related topics.

MGT Deliverable:

- Initial data/information request.

Committee Responsibility:

- Provide, in a timely manner, access to electronic and/or hard copy data and information as presented in the MGT data/information request and agreed to in the project kickoff meeting.

**TASK 3.0: REVIEW OF COMPLIANCE WITH ACCREDITATION STANDARDS
AND IOWA CODE**

Objectives:

- Address interest in analyzing the learning experience in lower level coursework.
- Acquire perceptions from the Committee of issues related to compliance with faculty accreditation standards and Iowa Code Section 260C.36.
- Identify standards for review and availability of data.
- Determine the levels of compliance of each community college and Regent university with faculty accreditation standards, and, in the case of community colleges with provisions of Iowa Code Section 260C.36.

Activities:

- 3.1 Review and compile a matrix of faculty accreditation stands of the North Central Association of Colleges and Schools, and, in the case of community colleges, the provisions of Iowa Code Section 260C.36.
- 3.2 Interview Committee members and project officer to identify issues of concern and the standards and provisions of interest to measure in this project.
- 3.3 Interview appropriate institutional representatives and other stakeholders to determine current means used to monitor compliance.
- 3.4 Identify sources and availability of data and/or reports to review compliance with faculty accreditation standards and provisions.
- 3.5 Review compliance with faculty accreditation standards and provisions for each public institution through available data sources. (This may involve review of institutional reports; or if review of individual faculty credentials is needed, selection and review of a sample of faculty credentials from each public institution.)
- 3.6 Determine levels of compliance with faculty accreditation standards and provisions.
- 3.7 Prepare a summary of findings from the review of compliance.
- 3.8 Submit the summary of findings to the Committee project officer for review and comment.

MGT Deliverable:

- Summary of findings from the review of compliance.

Committee Responsibilities:

- Provision of data as needed.
- Review and comment on the findings from the review of compliance.

TASK 4.0: REVIEW OF ARTICULATION BETWEEN IOWA COMMUNITY COLLEGES AND REGENT UNIVERSITIES

Objectives:

- Identify barriers to student progression to upper level coursework.
- Compare current articulation policy to legislative interests related to students progressing to upper level coursework.

- Identify perceptions of key stakeholders on strengths and weaknesses of policies and practices related to articulation to upper level coursework.

Activities:

- 4.1 Compare the articulation policies to enacting legislation and findings from the most recent report by the Liaison Advisory Committee on Transfer Students. Prepare a matrix comparing policy to legislation, and related findings from the report.
- 4.2 Conduct telephone interview(s) with Committee members, other key legislators, and/or staff related to intent of enacting articulation legislation as well as strengths and concerns about its implementation. Ask interviewees their perceptions on what is working well, where problems or barriers exist, desired improvements, and potential challenges.
- 4.3 Compile a list of strengths, problems/barriers, desired improvements, and potential challenges as identified from document review and interviews.
- 4.4 With the assistance of the Committee project officer, identify contact persons at each community college and Regent university to assist with scheduling focus groups with students and interviews with appropriate advisors/counselors at each institution.
- 4.5 With the assistance of the institutional contact persons, schedule interviews with appropriate advisors and/or counselors who are knowledgeable about articulation policy and practices.
- 4.6 Develop interview guides to help solicit input from interviewees related to their perceptions and available data on articulation (e.g., what is working well, where problems or barriers exist, desired improvements, and potential challenges).
- 4.7 Conduct phone and/or in person interviews with institutional representatives to determine their perceptions and available data on:
 - Barriers students face in preparing for upper level coursework, gaining entrance to Regent universities and programs, transitioning to new institutions, and successfully completing the baccalaureate degree.
 - What is working well, where problems or barriers exist, desired improvements, and potential challenges.
 - The functionality and benefits of the Regent universities Web page www.transferiniowa.edu.
 - Findings from the most recent report by the Liaison Advisory Committee on Transfer Students.
- 4.8 With the assistance of institutional contact persons, schedule focus groups with community college students who are interested in transferring to the Regent

universities and with university students who have transferred from Iowa's community colleges.

- 4.9 Develop focus group discussion guides and share with the Committee's project officer for review and comment.
- 4.10 Conduct student focus groups to determine their perceptions and experiences with preparing for transfer, going through the transfer process, and transitioning to the university. In particular, determine their perceptions related to:
 - Barriers students face in preparing for upper level coursework, gaining entrance to Regent universities and programs, transitioning to new institutions, and successfully completing the baccalaureate degree.
 - What is working well, where problems or barriers exist, desired improvements, and potential challenges.
 - The functionality and benefits of the Regent universities Web page www.transferiniowa.edu.
 - Reaction to findings from the most recent report by the Liaison Advisory Committee on Transfer Students.
- 4.11 Compile into an Interim Report the findings from the policy review, interviews, and focus groups related the strengths, weaknesses, opportunities for improvement, and challenges of the current policy and practices related to articulation in Iowa.
- 4.12 Share findings with the Committee's project officer for review and comment.

MGT Deliverables:

- Matrix comparing related legislation to policy.
- List of strengths, problems/barriers, desired improvements, and potential challenges as identified from document review and interviews with Committee members.
- Focus group discussion guides.
- Interim Report on the strengths, weaknesses, opportunities for improvement, and challenges of the current policies and practices related to articulation in Iowa.

Committee Responsibilities:

- Identification of institutional contact persons.
- Review and comment on focus group discussion guides.

- Review and comment on the matrix, list, and Interim Report.

TASK 5.0: ANALYSIS OF ARTICULATION POLICIES AND PROGRAMS IN OTHER STATES

Objective:

- Identify and analyze solutions to barriers used in other states.

Activity:

- 5.1 Review research literature and Web sites and conduct phone interviews (as needed) to identify policies, practices, and programs to address barriers to articulation used in other states.
- 5.2 Analyze the policies, practices, and programs used in other states to assess whether they would address barriers identified in Task 4.0.
- 5.3 Compile a matrix that illustrates barriers identified in Task 4.0, policies/practices/programs used in other states, and applicability in Iowa.
- 5.4 Share matrix with Committee's project officer for review and comment.

MGT Deliverable:

- Matrix of barriers, policies/practices/programs in other states, and applicability to Iowa.

Committee Responsibility:

- Review and comment on matrix.

TASK 6.0: ANALYSIS OF STUDENT PERFORMANCE IN UPPER LEVEL COURSEWORK

Objectives:

- Determine similarities and differences between transfer and native students with regard to academic performance in upper level coursework, number of credits needed to complete the baccalaureate degree upon attaining junior status, and retention and graduation rates.
- Identify trends in the total number of students transferring with the general education core and the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees from Iowa community colleges to Regent universities.

- Identify trends in the number of students completing the A.A. and A.S. degrees.

Activities:

- 6.1 Review data obtained in Task 2.0 related to student academic performance, credits to degree completion, and retention and graduation by institution of origin and baccalaureate institution, general education core completion, and degree status. Request additional data from institutions, the Department of Education, and the State Board of Regents, as needed and available.
- 6.2 Based on available data, analyze student performance and trends by sub-groups of interest (e.g., native students, A.A. transfers, A.S. transfers, general education core transfers, etc.) where appropriate for the following:
 - Trends in the number of students completing community college A.A. and A.S. degrees.
 - Trends in the number of students transferring to Regent universities with the general education core, with A.A. and A.S. degrees, and without the general education core completed.
 - Trends in the number of credit hours to degree completion after attaining junior level status in Regent universities.
 - Trends in retention rates after attaining junior level status in Regent universities.
 - Trends in completion of baccalaureate rates after attaining junior status in Regent universities.
- 6.3 Analyze available data pertaining to the number of A.A. and A.S. degree completers compared to the number of degree transfers.
- 6.4 Analyze student performance in upper level coursework by student subgroup (e.g., native students, A.A. transfers, A.S. transfers, general education core transfers, students who participated in a district-to-community college sharing agreement or concurrent enrollment programs, etc.)
- 6.5 Prepare a summary of the analyses.
- 6.6 Share analysis summary with Committee's project officer for review and comment.

MGT Deliverable:

- Summary of student transfer and performance analyses.

Committee Responsibility:

- Assist with identification of data availability, sources, and acquisition.
- Review and comment on summary of student performance analysis.

TASK 7.0: IDENTIFICATION OF ISSUES AND POTENTIAL SOLUTIONS

Objective:

- Synthesize quantitative and qualitative findings to identify issues and potential solutions to address rigor through the three aspects of articulation—learning experiences in lower level coursework, barriers to progressing to upper level coursework, and performance at the upper level.

Activities:

- 7.1 Compile project findings and develop a set of issues identified through quantitative and qualitative research activities.
- 7.2 For each issue area, develop a set of preliminary solutions from quantitative and qualitative research activities, including the review of policies, practices, and programs in other states.
- 7.3 Where appropriate, evaluate potential costs at a high level for instituting any proposed solution.
- 7.4 Identify areas of interest in the analysis of rigor for which data were not available for this project.
- 7.5 Outline a plan for the data and methodology that would address the desired analyses of rigor and/or performance of students and articulation.
- 7.6 Submit issues and potential solutions and the plan outline for rigor analysis to the Committee's project officer for review and comment.

MGT Deliverables:

- Draft issues and potential solutions.
- Plan outline for desired analyses of rigor and/or performance.

Committee Responsibility:

- Review and comment on draft issues and optional solutions.
- Review and comment on plan outline for desired analyses of rigor and/or performance.

TASK 8.0: REPORT PREPARATION AND PRESENTATION

Objectives:

- Provide the Committee with progress and final reports.
- Develop a package of presentation materials that summarize project findings and proposed solutions.

Activities:

- 8.1 Prepare draft first written progress report that summarizes completed project activities and findings and outlines remaining research activities.
- 8.2 Submit draft first written progress report to the Committee's project officer for review and comment. Revise as needed.
- 8.3 Submit 25 copies of first written progress report to the Committee's project officer for distribution and one uncompressed electronic version in Microsoft Word format.
- 8.4 Contact the Committee's project officer to schedule an in-person meeting with the Committee to present the material in the first written progress report and to receive Committee feedback.
- 8.5 Share in person the first written report materials with the Committee.
- 8.6 Prepare draft second written progress report that summarizes completed project activities and findings and outlines remaining research activities.
- 8.7 Submit draft second written progress report to the Committee's project officer for review and comment. Revise as needed.
- 8.8 Submit 25 copies of second written progress report to the Committee's project officer for distribution and one uncompressed electronic version in Microsoft Word format.
- 8.9 Receive feedback from the Committee and project officer. Revise as needed.
- 8.10 Prepare a draft final report summarizing findings from the research tasks and proposed solutions.
- 8.11 Submit draft final report to the Committee's project officer for review and comment. Revise as needed.
- 8.12 Submit 150 printed copies of the final report to the Committee's project officer for distribution and one uncompressed electronic version in Microsoft Word format.

- 8.13 Contact the Committee's project officer to schedule an in-person meeting with the Committee to present the final report and to receive Committee.
- 8.14 Develop a proposed outline for the final presentation and share with the Committee project officer for comment. Revise as needed.
- 8.15 Present in person the final report materials to the Committee (PowerPoint format).

MGT Deliverables:

- Draft first written report.
- Final first written report (25 black-and-white copies and electronic version in Microsoft Word format).
- In-person presentation of first written report.
- Draft second written report (25 black-and-white copies and electronic version in Microsoft Word format).
- Final second written report.
- Draft final report.
- Final report (150 black-and-white copies and electronic version in Microsoft Word format).
- Presentation outline of final report.
- Presentation materials for final report (PowerPoint).
- In-person presentation of final report.

Committee Responsibility:

- Review and comment on draft first written report.
- Schedule in-person meeting with Committee and consultant.
- Review and comment on draft second written report.
- Review and comment on draft final written report.
- Schedule in-person meeting with Committee and consultant.
- Review and comment on presentation outline for final report.
- Schedule in-person meeting with Committee and consultant for final presentation.

2.3: Preliminary Time Schedule

Exhibit 2-1 illustrates a proposed timeline for each of the major tasks of our work plan by week. We are prepared to accommodate the scheduling needs of the Committee to complete project requirements.

Our first task will allow the Committee, its project officer, and MGT team leaders to review and refine the scheduled timelines for the agreed-upon work tasks. We have provided a detailed outline of the activities involved in each work task. This depiction of study scope depth and breadth will allow the Committee and its project officer to determine the priority that should be accorded to each major task in our proposed work plan. Based on our understanding of Committee's needs from the RFP and an early

December 2008 starting date, we anticipate that the project will be completed in June 2009.

We are prepared to modify our proposed tasks, methods, and time schedules to accommodate any requests that the Committee may have. It should be noted that changes to our methodology may require corresponding changes to our proposed scope of work, schedules, and applicable costs.

EXHIBIT 2-1
PROPOSED TIME SCHEDULE

PROJECT MAJOR WORK TASKS		December					January				February				March					April				May				June						
		1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29		
1.0	Project Initiation and Administration																																	
2.0	Review of Relevant Information and Documents																																	
3.0	Review of Compliance with Accreditation Standard and Iowa Code																																	
4.0	Review of Articulation between Iowa Community Colleges and Regent Universities																																	
5.0	Analysis of Articulation Policies and Programs in Other States																																	
6.0	Analysis of Student Performance in Upper Level Coursework																																	
7.0	Identification of Issues and Potential Solutions																																	
8.0	Report Preparation and Presentation																																	
			*	*				*	*	*	*	*																				*	*	*

* Indicates possible time slots for site visit by MGT team.

2.4: Proposed Project Team

To provide the requested services, we have carefully assembled a project team that fully understands all aspects of a postsecondary education rigor analysis.

Exhibit 2-2 illustrates the proposed management structure for the project. This structure has been designed to define the roles and responsibilities of each team member we have assigned to this project and facilitate project management

EXHIBIT 2-2
PROJECT ORGANIZATIONAL STRUCTURE



The Iowa Postsecondary Education Rigor Analysis Committee Project Officer. We anticipate that Committee will designate a single point of contact for this project. We will look to the Committee’s project officer for overall project guidance and direction. All project correspondence, progress reports, and final reports will be delivered to the project officer in an agreed upon format. We also assume that the Committee project officer will serve as our primary conduit to the Committee.

Project Director. MGT’s project director will be the primary person responsible to the Committee’s project officer for ensuring that MGT fulfills all contractual requirements, produces a quality report, remains on schedule, and meets all project deadlines. She will be responsible for the day-to-day management of the study. Her responsibilities will include developing study procedures, making assignments to team members, monitoring all work activities, developing the final report, and maintaining frequent contact with the Committee’s project officer. During the contract, she will be available and accessible to both the client and team members through all modes of communication. She will review all project deliverables to ensure their quality. The project director also will be available to the client to address and resolve any issues that may arise during the project.

MGT Consultant Team. The MGT consultant team will work closely with the MGT project director and other appropriate stakeholders to design and execute each task in our proposed work plan. Collectively, the team will review, evaluate, and generate findings and recommendations in accordance with each component of the work plan and each member's fields of expertise.

2.5: Qualifications of Key Team Members

MGT fully understands the importance of assigning highly experienced and qualified team members to conduct the analysis. Each study requires a team of individuals who understand the higher education needs of diverse constituents and have the requisite skills and experience in conducting appropriate and effective higher education research. Accordingly, we have carefully assembled a team of our professionals who bring to such projects:

- A broad and extensive background in higher education policy and planning at the system and institutional levels, including statewide 2+2 structures, articulation, accreditation, market analysis, and a thorough understanding of the impact of policy and its implantation on fostering student transfer between institutions.
- An understanding of and experience with the unique factors related to student articulation between institutions of higher education, including the perspectives of both university and community college systems, faculty commitment to program integrity, general education core, articulation requirements, statewide structures of higher education, appeals and grievance processes, communication of policy and procedures, and barriers to students progression to degree completion.
- The ability to work together as a collaborative team on behalf of the client, and as a productive and efficient research and planning team under pre-established time constraints.
- A clear understanding of team members' roles, responsibilities, assignments, and project deliverables, and the order in which activities must take place to ensure an efficient and effective academic rigor analysis.
- Defined priorities and the ability to track project progress. In previous engagements, we have found that the development of, and adherence to, a detailed and realistic work plan provides the best assurance to the client that the project will be completed on time, will fall within its budget, and will achieve the expected results.

We believe that the success of the postsecondary education rigor analysis depends heavily on the utilization of team members who thoroughly understand the complexities of higher education. The following paragraphs briefly describe each team member's relevant qualifications.

Dr. Cynthia P. Balogh, Project Director, has more than 30 years of experience in higher education and a broad understanding of college administration, planning, budgeting, and public policy. Before joining MGT, Dr. Balogh dealt with a multitude of higher education–related issues, including program and financial policy analysis for a state-level citizen board that provides independent analysis to the Florida State Board of Education and the Florida State Legislature. There, Dr. Balogh served as an Educational Policy Director and was responsible for research in areas such as educational outcomes, workforce preparation, student progression through postsecondary education and into the workforce, articulation, economic development, and enrollment and employment of women in higher education. She also has served in administrative positions at public and private higher education institutions. As a partner at MGT, Dr. Balogh has conducted student services organization reviews, higher education and community needs assessments, facilities planning engagements, and feasibility analyses. Dr. Balogh holds a Ph.D. in Higher Education.

Dr. Balogh’s experience includes:

- North Carolina General Assembly: Study of Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System.
- Florida Access Task Force: Project to Address Demand for Access to Quality Higher Education.
- Postsecondary Education Planning Commission: Study on Articulation Policy Initiatives in Florida.
- Western Carolina University: Evaluation of Student Retention Services.
- St. Petersburg College: Review of Student Services Functions and Administration.

Dr. Balogh will contribute approximately 200 hours to this project.

Dr. Leah Ross, Consultant Team Member, is a consultant with MGT’s higher education practice. She has more than 13 years of experience in higher education, including professional positions in admissions with three institutions. In addition, Dr. Ross has extensive writing and editing experience and has participated in several higher education research studies; she has collected and analyzed quantitative and qualitative data, including surveys, interviews and focus groups, documents, transcripts, and observations. Since coming to MGT, Dr. Ross has worked on projects related to campus operations and services, customer satisfaction, housing feasibility studies, and academic needs assessments. Dr. Ross holds a Ph.D. in Educational Leadership.

Dr. Ross’ relevant experience includes:

- North Carolina A & T University: Assessment and Evaluation of Student Performance, Retention, and Graduation Rates.
- University of the District of Columbia: Comprehensive Assessment.

- Oregon University System: Regional University Shared Services Study.

Dr. Ross will contribute approximately 312 hours to this project.

Mr. Tom Jons, Consultant Team Member, has over 30 years of experience in higher education operations and administration. His areas of expertise include enrollment planning, financial aid, space utilization and inventory analysis, budget and finance, information systems, database development, and policy development and analysis. Mr. Jons has directed numerous projects that involved obtaining the input from constituent groups, evaluating and validating the information, and publishing reports. Mr. Jons also served as a faculty member at a small private college teaching information technology courses. He has conducted projects at all levels of higher education, including community colleges, comprehensive colleges, and major research universities as well as executive agencies, state legislatures, boards of regents and trustees, and associations. Mr. Jons has presented papers and projects at regional and national organizations such as Society for College and University Planning (SCUP), State Higher Education Executive Officers (SHEEO), National Association of College and University Business Officers (NACUBO), and the National Postsecondary Education Cooperative (NPEC). Mr. Jons received a M.S. in Public Administration. Some recent highlights of project experience include:

- The University of Connecticut Health Center: Student Services Administration Program Evaluation.
- Oregon University System: Regional University Shared Services Study.
- State of Washington Higher Education Coordinating Board: Higher Education Needs Assessment of the Snohomish, Island, and Skagit Counties Area.
- University and Community College System of Nevada: Capital Budgeting and Space and Enrollment Planning Projects.
- Washington State Higher Education Coordinating Board: Higher Education Needs Assessments for Several Regions of the State.

Mr. Jons will contribute approximately 104 hours to this project.

Mr. Jay Pfeiffer, Consultant Team Member, has 20 years of experience in education at the state level. His knowledge includes state budgeting, strategic planning, and data systems. Mr. Pfeiffer received the Baumgartner Award for lifetime achievements in information services from the National Association of State Workforce Agencies and was the Director of the Occupational Identifier Project (which later became the Florida Education and Training Placement Information Program) when it was recognized as an “Outstanding Achievement by a State” by the National Alliance of Business. In addition, he has shared awards with staff in recognition for notable accomplishments in enhancing government services. As well as state government experience, Mr. Pfeiffer has been a consultant for various states and agencies in performance measurement, data collection, and information systems.

- Ohio Department of Education: Data Exchange Feasibility and Requirements Definition.

Mr. Pfeiffer will contribute approximately 104 hours to this project.

Mr. Robert Holloway, Consultant Team Member, areas of expertise include funding and budgeting studies, statistical analysis, Geographic Information Systems (GIS) analysis, and database management. He has a depth of experience, particularly within the context of higher education, relating to finance, economics, and demographic analysis, and is skilled in survey design and implementation. His other proficiencies include a variety of additional market research methodologies, including benchmarking analyses, and a broad range of software, including SPSS, SAS, Arcview GIS, and Microsoft Office. Mr. Holloway holds a B.S. in Economics.

Mr. Holloway's relevant experience includes:

- North Carolina General Assembly: Study of Comprehensive Articulation Agreement.
- Western Carolina University: Evaluation of Student Retention Services.
- The University of Connecticut Health Center: Student Services Administration Program Evaluation.
- Illinois Quad City Chamber of Commerce: Assessment of the Higher Education Needs of the Quad Cities.

Mr. Holloway will contribute approximately 232 hours to this project.

Detailed resumes of each team member are located in **Appendix A**.

3.0: *EXPERIENCE*

3.0: EXPERIENCE

3.1: *Higher Education Consulting Experience*

MGT is uniquely qualified to provide a full range of higher education consulting services. Each of our services is offered at varying degrees of complexity and often incorporates an interdisciplinary approach encompassing a project team uniquely structured to fit the engagement.

Today, MGT is recognized as one of the nation's premier higher education planning and management research consulting firms. As a result of our extensive experience in higher education, our understanding of university, college, and state system operations far exceeds that of our competition. In fact, over half of MGT's client engagements have involved educational institutions or state education agencies.

Higher education clients served by MGT include:

- Legislatures
- State colleges and universities
- Community colleges
- State higher education systems and boards
- Private colleges and universities
- Governors' offices
- Community and business development groups
- Special study commissions
- Nonprofit organizations

Frequently, we have the opportunity to serve coalitions representing various combinations of the above groups.

As a result of our work with higher education clients all over the nation and the extensive hands-on experience of our staff, we have the detailed understanding of institutional operations that is required to conduct this project successfully.

- **We understand the higher education community.** MGT staff members have broad and extensive backgrounds in higher education assessment, planning, and administration at both the institutional and system levels. We bring not only consulting experience in higher education, but professionals who have served in the highest levels of university and system administration.
- **Our team is adept at building consensus.** The consultant should not impose a formula process/solution to the issues you face, but should involve all relevant parties in the process. Cooperation among all parties is essential when formulating plans for changes that may impact major components of the state's higher education systems.

- **Our team understands the importance of postsecondary education in supporting the economic development of the state.** To be competitive in our knowledge-based economy, a state must remain watchful that its postsecondary education system is fostering individuals in acquiring the preparation to achieve their career goals and professional potential. Assessing the effectiveness and efficiency of postsecondary education allows a state to fine-tune its policies, practices, and programs to meet workforce and economic development demands.
- **We always base our projects on detailed work plans.** This approach enables us to be certain that we meet our client's needs, and gives our client a point of reference for the project and a way to monitor our work.
- **We are objective.** We have no vested interest in the results of this study and can offer an impartial perspective on the findings and recommendations.

3.2: Relevant Experience

MGT is recognized as one of the nation's leading management consulting firms in higher education studies. A significant portion of our work is repeat business, reflecting the high level of customer satisfaction we have achieved. We have more than three decades of project experience. To date, we have completed more than 3,400 client engagements, more than half of which have been in education. We offer Iowa not only the stability of a firm and team with extensive experience with this type of project, but also an methodology that has been developed to address postsecondary education issues of the 21st century.

We have provided abstracts of a sample of our engagements in which we addressed success in postsecondary education related to articulation and retention, and examined policies, programs, and practices in other states to assist clients in strengthening their own policies and practices. The following abstracts give a brief overview of our relevant experience:

Study of Comprehensive Articulation Agreement

Client: North Carolina General Assembly


The North Carolina General Assembly retained MGT to study the comprehensive articulation agreement (CAA) between the University of North Carolina and the North Carolina Community College System. The purpose of the study was to assist the Joint Legislative Education Oversight Committee in evaluating the effectiveness of the CAA and identifying areas for improvement. The project incorporated qualitative and quantitative research activities and included input from key stakeholders in North Carolina, namely college transfer students, faculty representing the Transfer Advisory Committee, counselors, transfer coordinators, admissions directors, and administrators.



Evaluation of Student Retention Services

Client: Western Carolina University, NC


Western Carolina University (WCU) engaged MGT to evaluate its student retention services and recommend ways to increase retention and graduation rates. MGT performed detailed data analysis; conducted student focus groups; interviewed key administrators, faculty, and staff; administered a student survey; and interviewed student retention administrators at peer institutions. Each recommendation included an assessment of current efforts, the estimated cost of implementation, and the expected outcome. MGT supported its recommendations with an analysis of WCU's financial and staffing resources, which were compared to those of peer institutions.



Update Economic Development Plan

Client: Florida Chamber of Commerce


MGT was contracted as a member of a consortium that was charged by the Florida Chamber of Commerce Foundation to update Project Cornerstone, a master plan for the state's economic development. MGT reviewed educational and demographic data to assess Florida's intellectual infrastructure and its ability to contribute to economic development. MGT assisted in developing strategies for change.



Student Services Administration Program Evaluation

Client: University of Connecticut Health Center


The University of Connecticut Health Center contracted with MGT to conduct a review of current processes and evaluate all of the systems to support student administration. The project methodology included reviewing background information on systems and processes, conducting interviews and focus groups with key staff, charting processes used in student administration, and identifying opportunities for improving the efficiency and effectiveness of the processes and systems. MGT offered recommendations for changes to existing systems, modifications to workflows, organizational changes, and shifts or consolidations in workload.



Analysis and Review of Student Services Functions

Client: St. Petersburg College


St. Petersburg College contracted with MGT to participate in a student services review being conducted by SEM WORKS. The following functional areas were reviewed: recruitment and marketing, enrollment management, retention, counseling and advising, and career planning and placement. Emphasis was placed on increasing the use of technological resources and staff to maximize efficiency, better integrate cross-campus efforts, and enhance the overall quality of student services.



Center for Academic Excellence Study

Client: North Carolina A&T State University


North Carolina A&T State University engaged MGT to evaluate the role of the Center for Academic Excellence in influencing student performance, retention, and graduation rates. In phase one MGT designed an assessment and evaluation process. In phase two MGT implemented the process and supplemented the outcome data with qualitative data obtained from focus groups and a student survey. The final report summarized the findings and recommended enhancements to center services.



Needs Assessment of Higher Education

Client: Minnesota State Colleges and Universities


The Minnesota State Colleges and Universities (MnSCU) engaged MGT to conduct a comprehensive program needs assessment in the South I-35 Corridor of southern Minnesota. The project included analysis of market demographics; the existing program inventory available locally; and input from a cross-section of stakeholders, current higher education users, and potential students. MGT conducted personal interviews, focus groups, and survey research to determine perceptions, opinions, needs, and preferences regarding improved or enhanced access to programs and services. The analysis also included facility needs, capacity and space utilization at each of two existing sites in the region, and delivery options and management models for meeting current and projected higher education needs.



Regional University Shared Services Study

Client: Oregon University System

MGT was retained by the Chancellor of the Oregon University System to assess the feasibility of implementing a model of shared services among the System's four regional universities. The functional areas that were considered for the model were admissions, student registration, and financial aid administration. The assessment involved documenting the daily tasks of personnel at all four universities in these functional areas, determining the perceived advantages and disadvantages of greater collaboration in these areas, and estimating potential cost savings from implementation of shared services.




Higher Education Needs Assessment of the Snohomish, Island, and Skagit Counties Area

Client: State of Washington Higher Education Coordinating Board

The Washington State Legislature directed the Washington Higher Education Coordinating Board (HECB) to undertake a higher education needs assessment of the Snohomish, Island, and Skagit Counties area. MGT, in collaboration with NBBJ, was selected to perform the following four major areas of study:

1. Assess the higher education needs in Snohomish, Island, and Skagit Counties.
2. Evaluate alternative organizational models for meeting identified needs and recommend the type of institution(s) to be established.
3. Assess sites for establishment of an institution.
4. Identify costs and process for completing a master plan for higher education expansion in the study area.

MGT also worked with an advisory group consisting of state and local elected officials; community, business, or education leaders; and representatives of the higher education community in conducting the needs assessment.



Assessment of the Higher Education Needs of the Quad Cities

Client: Illinois Quad City Chamber of Commerce

The Illinois Quad City Chamber of Commerce contracted MGT to conduct a community needs assessment of higher education. The study identified current and emerging higher education needs for local employers, employees, and other residents, as well as the human and financial resources, facilities, and equipment necessary for program development and implementation. The study provided information necessary for the Quad Cities community and education partners to create a vision for higher education for the area over the next decade. Project activities included analysis of economic and demographic data and interviews with community, business, and education leaders. MGT also conducted student, prospective student, and employer surveys.



Ohio DOE Data Exchange Feasibility and Requirements Definition

Client: State of Ohio

MGT assisted the Ohio Department of Education in developing definitions for the feasibility of and requirements for a data exchange for Workforce Development. MGT researched the Florida System; investigated technical, legal, and political opportunities and challenges for a system like Florida's in Ohio; and developed a plan to address issues found during the research.



Administrative Services Study

Client: University System of Georgia

To assist the Georgia Board of Regents address its concerns about high administrative costs, MGT studied the feasibility of consolidating selected administrative support functions at the smaller campuses. MGT developed various generic models of how support services could be delivered on a consolidated basis, including a regional service center concept. Additionally, MGT developed a screening model to identify which support functions were most likely to be delivered successfully on a consolidated basis.



Review and Assessment of the Housing and Dining Services Program

Client: University of California, San Diego

The University of California, San Diego (UCSD), contracted with MGT to review and assess its Housing and Dining Services (HDS) program. MGT conducted interviews and focus groups with campus stakeholders and analyzed trends in findings from UCSD's annual customer satisfaction survey. The project also included making benchmark comparisons with housing and dining programs at other institutions that were similar in size to UCSD's current and planned capacity. MGT conducted work sessions with HDS leadership and management staff to refine proposed short-, medium-, and long-range phasing strategies relating to organizational structure, staffing, and business scope and resource development.



Study of Room and Board Rates

Client: Rensselaer Polytechnic Institute, New York

MGT conducted a study of the fall 2002 room and board rates for undergraduate residential students at the Troy, New York, main campus of Rensselaer Polytechnic Institute. MGT designed and conducted a market survey with 16 comparative institutions to provide a benchmark database of student costs for on-campus room rates, meals, and other boarding fees associated with living in university-sponsored housing as an undergraduate. A comparative analysis of groupings of institutions to Rensselaer data was completed to illustrate market position, room and board components, pricing competition and flexibility, and alternatives for students. MGT used the information to develop options and strategies for adjusting future room and board rates.



3.3: Iowa Experience

The following abstracts give a brief overview of our additional experience in Iowa:

Diagnostic Phase of Organizational Review

Client: Iowa Board of Regents

The Iowa Board of Regents retained MGT to conduct the diagnostic phase of a comprehensive organizational review of the University of Iowa, Iowa State University, University of Northern Iowa, the Iowa School for the Deaf, and the Iowa Braille and Sight Saving School. The diagnostic analysis included benchmarking analyses with peer institutions in other states, extensive interviews with senior administrators and line managers on campus, and customer satisfaction surveys. MGT identified areas for potential improvement, as well as areas for commendation, for each institution and for the Board central office. For each area of improvement, MGT prepared a detailed implementation plan.



Organizational Review - Phase II

Client: Iowa Board of Regents

The Iowa Board of Regents retained MGT for the second phase of an in-depth study. After successfully completing the diagnostic analysis phase of a comprehensive organizational review of the Iowa Board of Regents system, MGT conducted a more in-depth analysis of selected functions of the Regents' office, the three universities, and the two special schools. In particular, MGT was tasked with efforts to:

- Streamline instructional program delivery.
- Improve the internal reallocation process.
- Seek modifications to state regulatory statutes.
- Review governance reports.
- Determine deferred maintenance needs.

Additionally, MGT was asked to assist Regent personnel in other tasks related to revenue enhancement, employee health insurance, purchasing, intercollegiate athletics, and reengineering.

3.4: References

As required by the RFP, **Exhibit 3-1** presents references for each team member. We encourage you to contact these clients regarding the quality and professionalism of our staff and work products and our ability to meet established time lines.

EXHIBIT 3-1
REFERENCES FOR PROPOSED TEAM MEMBERS

REFERENCE	Dr. Cynthia Balogh	Dr. Leah Ross	Mr. Tom Jons	Mr. Robert Holloway
North Carolina General Assembly Senator A.B. Swindell North Carolina Senate 300 N. Salisbury St., Rm. 629 Raleigh, NC 27603-5925 P: (919) 715-3030	X			X
North Carolina General Assembly Representative Douglas Y. Yongue North Carolina House of Representatives 16 W. Jones St., Rm. 1303 Raleigh, NC 27601-1096 P: (919) 733-5821	X			X
University of Connecticut Health Center Ms. Sandra Armstrong Chief Information Officer, Student Services Administration Program Evaluation 263 Farmington Avenue Farmington, CT 06032 P: (860) 679-3855	X		X	
St. Petersburg College Mr. Doug Duncan Director of Human Resources 14025 58th St. N Clearwater, FL 33760-3168 P: (727) 3413246	X			

REFERENCE	Dr. Cynthia Balogh	Dr. Leah Ross	Mr. Tom Jons	Mr. Robert Holloway
North Carolina A&T State University Dr. Lea Williams Associate Vice Chancellor of Academic Affairs 312 Hodgin Hall Greensboro, NC 27411 P: (336) 334-7006	X	X		
Illinois Quad City Chamber of Commerce Mr. Rick Baker President/CEO 622 19th St. Moline, IL 61265 P: (309) 757-5416	X			X

References for Mr. Jay Pfeiffer include:

**The Jacob France Institute
University of Baltimore**
 Dr. David Stevens, Ph.D.
 Executive Director
 1420 N. Charles St.
 Baltimore, MD 21201
 P: (410) 837-4729

Bay Area Council
 Linda Galliher, J.D.
 Vice President, Education
 and Healthcare
 201 California St., Ste. 1450
 San Francisco, CA 94111
 P: (415) 946-8708

**North Dakota Career
Resource Network**
 Dan R. Marrs
 Program Administrator
 1720 Burnt Boat Dr.
 Bismarck, ND 58502-5507
 P: (701) 328-9733

3.5: Firm Contact

MGT's contact for this project is:

Dr. Cynthia P. Balogh
 Project Director
 2123 Centre Pointe Boulevard
 Tallahassee, Florida 32308
 P: (850) 386-3191
 F: (850) 385-4501
 E-mail: CBalogh@mgtamer.com

4.0: COST PROPOSAL

4.0: COST PROPOSAL

Based on our current understanding of your requirements and expectations for the timely completion of the Postsecondary Education Rigor Analysis, we have developed the enclosed project budget. As shown in **Exhibit 4-1**, our pricing proposal lists the estimated cost of each of the eight tasks outlined in our work plan. The cost of each task is further detailed by professional hours and fees, travel, and direct expenses (e.g., copying, long distance telephone, postage, and delivery). MGT is prepared to conduct this study for a total fixed price of **\$198,875** (all inclusive).

Our cost estimate includes **\$181,770** for professional fees and **\$15,590** in estimated expenses for our project director and a member of our consulting team to travel to project meetings and interviews. We have allocated ample on-site time for our staff to gather appropriate levels of stakeholder input for this project. We have consolidated meeting and interview activities across tasks to minimize travel costs. Finally, we anticipate approximately **\$1,515** in direct expenses for printing, telephone, and postage.

We have allocated a total of 990 staff hours for this project, based on our experience with similar efforts on other campuses and the relevant requirements specified in the RFP.

We recognize that our proposed budget represents a significant investment by the Postsecondary Education Rigor Analysis Committee, and we want to make sure that the Committee receives work products that correspond to the value of this investment. We also recognize the possibility that we may have misinterpreted your needs, perhaps placing too much emphasis on some components of the project and not enough on others. Therefore, we are prepared to negotiate a final proposed budget, work plan, and timeline to fully meet the Committee's expectations and requirements for this project.

Please do not hesitate to contact our designated project director, Dr. Cynthia P. Balogh, at (850) 386-3191 or cbalogh@mgtamer.com should you wish to discuss any aspect of our proposal.

**EXHIBIT 4-1
BUDGET BY TASK**

TASK #	WORK TASK DESCRIPTION	PROFESSIONAL HOURS	PROFESSIONAL FEES	TRAVEL	DIRECT EXPENSES	SUBTOTAL
Task 1.0	Project Initiation and Administration*	46	\$9,500	\$5,000	\$35	\$14,535
Task 2.0	Review of Relevant Information and Documents	48	\$9,470	\$0	\$30	\$9,500
Task 3.0	Review of Compliance with Accreditation Standards and Iowa Code	146	\$28,460	\$0	\$50	\$28,510
Task 4.0	Review of Articulation between Iowa Community Colleges and Regent Universities	222	\$38,680	\$6,330	\$160	\$45,170
Task 5.0	Analysis of Articulation Policies and Programs in Other States	62	\$10,700	\$0	\$90	\$10,790
Task 6.0	Analysis of Student Performance in Upper Level Coursework	138	\$27,400	\$0	\$30	\$27,430
Task 7.0	Identification of Issues and Potential Solutions	112	\$14,840	\$0	\$50	\$14,890
Task 8.0	Report Preparation and Presentation	216	\$42,720	\$4,260	\$1,070	\$48,050
TOTAL	PROPOSED COSTS	990	\$181,770	\$15,590	\$1,515	\$198,875

APPENDICES

APPENDIX A:
DETAILED RESUMES

RANGE OF EXPERIENCE

Dr. Balogh has over 30 years of experience in higher education as a consultant, state education agency policy director, and university administrator. She has a broad knowledge base in planning, budgeting, and public policy issues related to state policymaking and public and private university administration. Dr. Balogh has completed research in the areas of educational outcomes, workforce preparation, economic development, student progression through postsecondary education and into the workforce, articulation, enrollments and state funding for independent higher education, health profession education programs, and enrollment and employment of women in higher education. She has conducted higher education and community needs assessments, enrollment services and marketing reviews, and student housing planning engagements and feasibility analyses.

PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Partner, October 2007 – Present; Principal, April 2005–October 2007; Senior Associate, June 2001–April 2005; Senior Consultant, June 1999–June 2001

Florida Postsecondary Education Planning Commission, Educational Policy Director, 1995–1999; Educational Policy Analyst, 1989–1995; Research Associate, 1988–1989

Florida State University, Assistant Dean for Student Development, 1985–1988

Washington and Jefferson College, Associate Dean of Students, Washington, Pennsylvania, 1982–1984

Department of University Housing, University of Georgia, Housing/Judicial Liaison, 1980–1982; Residence Life Coordinator, 1977–1980; Graduate Resident, 1975–1977

Grand Island High School, New York, High School Teacher, 1974–1975

PROFESSIONAL AND BUSINESS EXPERIENCE

Student Success and Access

Team Member of a project to review current processes and evaluate all systems supporting student administration at the University of Connecticut Health Center.

YEARS OF EXPERIENCE:

34

EDUCATION:

Florida State University,
Ph.D., Higher
Education, 1993

University of Georgia,
M.B.A., Management,
1982

University of Georgia,
M.Ed., Counseling and
Human Development
Services, 1977

State University College
at Buffalo, B.S.,
Education, 1974

PROFESSIONAL AFFILIATIONS:

Association of College
and University Housing
Officers - International

National Association of
College Auxiliary
Services

Society for College and
University Planning

National Association of
College and University
Business Officers

Phi Upsilon Omicron

Hardee Center for
Leadership and Ethics
in Higher Education

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Team Member on an evaluation of student retention services for Western Carolina University. MGT reviewed and evaluated the University's existing student retention programs and activities to develop a plan to increase student retention.

Project Director for a performance review and strategic planning project for St. Petersburg College, Florida, for the functional areas of Recruitment and Marketing, Enrollment Management, Retention, Counseling and Advising, and Career Planning and Placement.

Project Director to provide assistance to the Florida Access Task Force on a project to address the growing demand for access to quality higher education.

Project Director of a study of the comprehensive articulation agreement (CAA) between the University of North Carolina and the North Carolina Community College System, conducted for the North Carolina General Assembly.

Project Director of an engineering program review for the Florida Community College System.

Project Director for a university program review for the Florida State University College of Human Sciences.

Project Director for MGT, which was a member of a consortium that was charged by the Florida Chamber of Commerce Foundation to update Project Cornerstone, a master plan for the state's economic development. MGT assessed Florida's education system and its ability to contribute to economic development.

Student Enrollment Services Team Leader on a service delivery study for Ohio State University.

Strategic Planning / Needs Assessment / Feasibility

Partner-in-Charge on a project to prepare a report that assesses the racial and gender disparities in Florida's health care workforce and education pipeline for the Florida Sullivan Alliance Planning Committee.

Partner-in-Charge on a project for the Healthcare Roundtable of the Economic Development Council of Leon County, Florida, to conduct a survey of the region's healthcare providers concerning their future demand employees and education and training needed.

Partner-in-Charge and Project Director for the preparation of a strategic plan for the Florida Division of Community Colleges and Workforce Education.

Project Director for a contract with the Division of Colleges and Universities of Florida's Department of Education to assist the Board of Governors in its strategic planning process related to Florida's State University System.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Team Member of a performance review and revenue enhancement assessment for selected business functions at Valdosta State University in Georgia.

Project Director of an economic feasibility study for Jamestown Community College, for a campus in Dunkirk, New York.

Project Director for a comprehensive assessment of the higher education needs of Lake County, Illinois, for University Center of Lake County.

Team Member of a higher education needs assessment for the Rockford Area Chamber of Commerce and the Rockford Council of 100 in Illinois.

Project Director for a community needs assessment of higher education for the Illinois Quad City Chamber of Commerce.

Team Member on a project for the Florida Community College Distance Learning Consortium to review the roles and responsibilities of the Distance Learning Consortium and the Florida Virtual Campus and assess the feasibility of combining the two functions.

Team Leader on a comprehensive program needs assessment for Jamestown Community College in New York.

Consultant on a needs assessment for the University of North Florida to determine the possible development of selected doctoral programs.

Consultant on a management review and operations audit of the Administrative Services Office of the University of Wisconsin System.

Consultant on a marketing study for the Venango Campus at Clarion University of Pennsylvania.

Team Member on a review of the current and future educational market trends for the five-county service area around Florida Gulf Coast University.

Consultant on a community needs assessment for the Quad Cities Graduate Center (a consortium of 12 Illinois and Iowa universities).

Projects Completed at the Postsecondary Education Planning Commission

Project Director for a longitudinal study on the progression of public high school graduates in Florida through postsecondary education and into the workforce.

Project Director for a study on articulation policy initiatives designed to define degree requirements and enhance articulation of associate in arts recipients in Florida.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Project director for the educational outcomes section of Florida's master plan for postsecondary education, including emphasis on workforce preparation and economic development.

Project Director for the compilation of information on independent colleges and universities in Florida related to enrollments and state funding.

Project Director for the compilation of information on health professions education programs in Florida, concerning workforce supply and demand, licensure, and market issues.

Project Director for the review of student level information systems for Florida's Department of Education, community college division, and state university system.

PAPERS, PUBLICATIONS, AND PRESENTATIONS

"Construction and Renovation Data: Build the Dream – New and Renovated Facilities," presentation at the ACUHO-I Conference, Atlanta, June 25, 2006.

"ACUHO-I Construction and Renovation Data: Discover New Initiatives," presentation at the ACUHO-I Conference, Milwaukee, July 18, 2005.

Balogh, C.P., Grimm, J., and Hardy, K. (2005). "ACUHO-I construction and renovation data: The latest trends in Housing construction and renovation." *The Journal of College and University Student Housing*, 33(2), pp. 51-56.

Balogh, C.P. and Hardy, K.P. (October 2004). "ACUHO-I construction and renovation data: The latest trends in housing construction and renovation." *Talking Stick*, 22(2), pp. 20-21.

"ACUHO-I Construction and Renovation Data: Au Courant," presentation at the ACUHO-I Conference, Montreal, June 21, 2004.

"Building Magic in Student Housing: ACUHO-I Construction and Renovation Research Summary of Funding and Case Study," presentation at the NACAS Conference, Orlando, October 26, 2004.

"ACUHO-I Construction and Renovation Data: 2004 Report of Funding," presentation at the 2004 ACUHO-I/APPA Housing Facilities Workshop, Tampa, November 4, 2004.

PAPERS, PUBLICATIONS, AND PRESENTATIONS (Continued)

Grimm, J., Balogh, C.P., and Hamon, S.S. (September 2003). "ACUHO-I construction and renovation data: The next generation." *Talking Stick*, 21(1), pp. 8-10.

"ACUHO-I Construction and Renovation Data: the 'Next Generation' Survey," presentation at the ACUHO-I Conference, Las Vegas, June 30, 2003.

Balogh, C.P. (1993). "Higher education, autonomy, and corporate academic freedom in Florida: A legislative analysis." Unpublished doctoral dissertation, Florida State University, Tallahassee, Florida.

Balogh, C.P., and Hayes, J.A. (Fall 1988). "Freshman leadership training: Effect on involvement and development." *The College Student Affairs Journal*, VII (3), pp. 43-46.

Hayes, J.A., and Balogh, C.P. (Spring 1990). "Mediation—An emerging form of dispute resolution on college campuses." *NASPA Journal*, 27(3), pp. 236-240.

RANGE OF EXPERIENCE

Dr. Ross has worked in a variety of education settings, including private colleges, state universities, and a national higher education association, and has extensive writing and editing experience.

PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Consultant, September 2007—Present

Contributing Editor, National Association of Student Personnel Administrators, January 2002—Present

Interim Assistant to the Vice President for Student Affairs, Tallahassee Community College, October 2006—September 2007

Adjunct Instructor, Florida State University, Educational Leadership and Policy Studies, January 2007—April 2007

Managing Editor, *Journal of College Student Development*, August 2003—August 2006

Director of the National Academy, National Association of Student Personnel Administrators, October 2001—July 2003

Assistant Director of Admission, Agnes Scott College, August 2000—July 2001

Admissions Counselor, Vanderbilt University, August 1997—June 1998

Admissions Counselor/Assistant Director of Admissions, Randolph-Macon Woman's College, September 1995—July 1997

MGT OF AMERICA, INC.

Consultant Team Member:

Assessment and evaluation of student performance, retention, and graduation rates and the role of the Center for Academic Excellence in assisting students with these outcomes for North Carolina A & T State University.

Assessment of the feasibility of implementing a model of shared services among the Oregon University System's four regional universities. The project also highlighted issues facing Oregon, including high school pipeline issues and funding for higher education.

YEARS OF EXPERIENCE:

13

EDUCATION/ CERTIFICATIONS

Ph.D., Educational Leadership, Iowa State University, 2006

M.S., Higher Education Administration, Florida State University, 2000

A.B., English, Mount Holyoke College, 1995

MGT OF AMERICA, INC. (Continued)

Assessment of higher education needs through employer interviews and market research for Tarleton State University Central Center and Franklin University.

Comprehensive student housing plans for North Carolina Central University and Stephen F. Austin State University.

Customer satisfaction evaluation of student service and business units for the University of Arkansas at Little Rock.

Executive compensation study for the University of North Texas System.

Classification and compensation study for the University of North Alabama.

Evaluation of land grant and extension programs through peer interviews for Kentucky State University.

Project Coordinator:

Comprehensive assessment for the University of the District of Columbia. Analyzed the operations, processes, and systems that support academic service delivery, administrative affairs, and governance of the institution.

Assessment of administrative structures and functions for the University of the Pacific. Examined opportunities for improved service delivery among the university's three campuses.

Medical education study for the State of Idaho, Office of the State Board of Education. Considered feasibility and viability of potential models for expanding medical education in the state.

OTHER HIGHER EDUCATION EXPERIENCE

Tallahassee Community College

Supported the Vice President and the Division of Student Affairs during a period of reorganization.

Florida State University

Served as Adjunct Faculty to teach Ethics and Inquiry for master's and doctoral students in the higher education program.

National Association of Student Personnel Administrators (NASPA)

Promoted, planned, and coordinated professional development opportunities for senior student affairs officers. Directed the Minority Undergraduate Fellows Program (MUFP) in collaboration with its volunteer National Coordinator.

OTHER HIGHER EDUCATION EXPERIENCE (Continued)

Agnes Scott College

Marketed college to international and domestic communities and traveled extensively. Managed international admission process for first-year, transfer, and non-traditional students and handled domestic territory of fourteen states.

Vanderbilt University

Traveled extensively and marketed university and Blair School of Music. Evaluated applications for admission to Vanderbilt's four undergraduate colleges and served on Blair admissions committee.

Randolph-Macon Woman's College

Managed recruitment territory of thirteen states, traveled extensively, created and edited marketing publications, and developed and coordinated telemarketing campaigns.

EDITING AND WRITING EXPERIENCE

Contributing Editor, National Association of Student Personnel Administrators

January 2002 – Present Serve as freelance editor of the *Leadership Exchange*, a quarterly magazine for campus senior student affairs officers, and other student affairs-related publications, including books.

Managing Editor, Journal of College Student Development

August 2003 – August 2006 Managed review and publication process for journal published six times per year by the American College Personnel Association (ACPA).

Report Writer, Iowa State University Strategic Planning Committee

March 2004 – June 2004 Summarized reports and wrote briefs for use by the University strategic planning committee.

SELECT PUBLICATIONS

Gansemer-Topf, A. M., Ross, L. E., & Johnson, R. M. (2006). Graduate and professional student development and student affairs. In M. J. Guentzel, & B. Elkins (Eds.), *Supporting graduate and professional students: The role of student affairs* (pp. 19-30). New Directions for Student Services, No. 115. San Francisco: Jossey-Bass.

Elkins Nesheim, B., Guentzel, M. J., Gansemer-Topf, A. M., Ross, L. E., Turrentine, C. G. (2006). If you want to know, ask: Assessing the needs of graduate students. In M. J.

Guentzel, & B. Elkins (Eds.), *Supporting graduate and professional students: The role of student affairs* (pp. 5-17). New Directions for Student Services, No. 115. San Francisco: Jossey-Bass.

SELECT CONFERENCE PRESENTATIONS

Schuh, J. H., & Ross, L. E. (2005). Student expectations about paying for college: Are they reasonable? In T. Miller, B. Bender, & J. H. Schuh (Eds.), *Promoting reasonable expectations: Aligning student and institutional views of the college experience* (pp. 102-121). San Francisco: Jossey-Bass.

Ross, L. E., & Schuh, J. H. (2006). *The President as a transformational leader: One woman's story*. Association for the Study of Higher Education, Annual Conference, Anaheim, CA.

Guentzel, M., Gansemer-Topf, A., Elkins, B., & Ross, L. E. (2006). *Identifying and meeting the needs of doctoral students: A role for student affairs?* Association for the Study of Higher Education, Annual Conference, Anaheim, CA.

Hamrick, F. A., Ross, L. E., Guardia, J. R., Broido, E., & Wawrzynski, M. (2006). *Writing for the Journal of College Student Development*. American College Personnel Association, Annual Convention, Indianapolis, IN.

Ross, L. E. & Clayborne, H. L. (2005). *Women doctoral students: A sharing of experiences*. National Association of Student Personnel Administrators, Annual Conference, Tampa, FL.

Benjamin, M., Ross, L. E., & Guardia, J. R. (2005). *Everyday ethics in professional roles*. National Association of Student Personnel Administrators, Annual Conference, Tampa, FL.

Ross, L. E. & Dusselier, L. (2004). *Sexual health behaviors of student men who have sex with men*. Association for the Study of Higher Education, Annual Conference, Kansas City, MO.

Ross, L. E. & Schuh, J. H. (2004). *Why college health matters to student affairs: An online module*. National Association of Student Personnel Administrators, Annual Conference, Denver, CO.

RANGE OF EXPERIENCE

Mr. Jons is a partner with MGT. He has over 30 years of experience in higher education operations and administration. He specializes in planning and management systems, performance and organizational reviews, information technology, and educational research and policy analysis for universities, colleges, state agencies, and associations. Areas of expertise include budgeting and finance, space planning/analysis, enrollment planning, information systems, capital planning, and higher education policy analysis. Mr. Jons has directed numerous projects, many of which involved obtaining input from constituent groups, evaluating and triangulating interview and survey information with quantitative data, and producing and presenting reports.

PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Partner, May 2005–present; Principal, April 2001–April 2005; Senior Associate, May 1999–April 2001; Senior Consultant, 1996–1999

Information Services-Higher Education Coordinating Board, Olympia, Washington, Associate Director, 1984–1996

Council for Postsecondary Education, Olympia, Washington, Program Officer, 1983–1984; Financial/Operations Analyst, 1978–1983

Texas College and University System, Austin, Coordinating Board, Data Analyst, 1977–1978

United States Air Force, 1972–1977

Oregon Air National Guard, Colonel (retired), October 1978–2001

PROFESSIONAL AND BUSINESS HIGHER EDUCATION EXPERIENCE

Partner-in-Charge for a project for the Chancellor of the Oregon University System to assess the feasibility of implementing a model of shared services among the System's four regional universities. The project also highlighted issues facing Oregon, including high school pipeline issues and funding for higher education.

Supervisor-in-Charge on the High School Follow-up Project for the Washington Higher Education Coordinating Board, which tracked high school graduates into either the workforce or postsecondary education; success of students entering postsecondary education was

YEARS OF EXPERIENCE:

33

EDUCATION:

M.S., Public
Administration,
University of Northern
Colorado, 1977

B.S., Forest
Management, Iowa
State University, 1972

Skill Enhancement and
Data Processing,
Olympia Technical
Community College,
1986

PROFESSIONAL AFFILIATIONS:

Society of College and
University Planning

National Association of
College and University
Business Officers

State Higher Education
Executive Officers

National
Postsecondary
Education Cooperative

PROFFESIONAL AND BUSINESS HIGHER EDUCATION EXPERIENCE (Continued)

measured by their GPA, credit hours earned, terms enrolled and retention; graduates entering the workforce were tracked by occupation category and wage.

Partner-in-Charge for a project for the Washington State Higher Education Coordinating Board to conduct a project titled "Assessment of Institutional Facility & Technology Capacity." The scope of the project is to assist the Washington Higher Education Coordinating Board (HECB) by developing and helping conduct a collaborative process to assess the physical and programmatic capacity of higher education in Washington State and the role of electronic learning in meeting the goals of the ten-year Washington Strategic Master Plan for Higher Education for the period 2008-2018. MGT will also be required to meet with the legislature on an "as-needed" basis, up to June 2009.

Consultant on a project to review current processes and evaluate all systems supporting student administration at the University of Connecticut Health Center.

Consultant for a project for Our Lady of the Lake College to examine and compare the advantages and disadvantages of expanding its current campus versus relocating to a new site. The study identified critical factors for consideration and established a set of criteria for the review. In addition to examining secondary data from the market and data internal to the college, MGT gathered input from key stakeholders. MGT then prepared a final report and delivered a presentation to college officials.

Partner-in-Charge of a project that evaluated the use and management of Oregon State University's eight college forests, totaling almost 14,500 acres, and evaluated and recommended how additional revenue could be generated from the forests for use by the College.

Partner-in-Charge of a project for Santa Clara County, California, Education Office to develop and implement the tools for school districts and schools in the county to develop, implement, and monitor their school improvement planning efforts.

Consultant for a project to evaluate the 30 lowest performing schools in Washington and identify improvement strategies for the schools to use in order to improve the performance of students.

Partner-in-Charge for a project with the Washington State Auditor to conduct a performance audit of the Department of Fish and Wildlife. The audit process addressed the performance audit objective identified in Washington statutes.

Created the Washington EDI Council, which endorsed the use of EDI for the electronic exchange of transcripts and student records among all levels and sectors of education; convened a multi-sector group to identify and discuss the issues surrounding the concept; developed a plan and budget for implementing EDI in Washington.

Team Member on a project to assess the ability of the Hopi Tribe community to meet the needs of adult and juvenile offenders under the authority of the Hopi's adult/juvenile detention system.

PROFFESIONAL AND BUSINESS HIGHER EDUCATION EXPERIENCE (Continued)

Consultant on a project for the Wyoming Department of Education to perform facility and site assessments for all school buildings in the state, including the suitability of the facilities for instructional activity.

Partner-in-Charge for a project contracted with The Collaborative, Inc. to conduct a space inventory review and utilization analysis for classrooms and class laboratories at Ohio Wesleyan University.

Partner-in-Charge on a project with the Washington State Auditor to conduct a performance audit of Washington's nine Educational Service District (ESDs). The audit process addressed the performance audit objective identified in Washington statutes. Initially, a Survey Audit (diagnostic) was conducted to validate the need for a performance audit. The Survey Audit involved interviews with key ESD staff as well as surveys of school district superintendents on order to identify ESD issues. After the Survey Audit, MGT conducted a complete performance audit, following the audit objectives. In depth interviews were conducted at each ESD, as well as with school Auditing Standards (Yellow Book) and utilized TeamMate software to write the audit and store all audit documentation.

Project Director of a project for the Seattle Public Schools to determine the needs for a new student information system and prepare a RFP and develop the evaluation process to select a vendor for a new student information system.

Partner-in-Charge and Project Director for a higher education needs assessment for Washington's Snohomish, Island and Skagit counties that identified future higher education enrollment needs for the area and recommended capital and programmatic alternatives to address those needs.

Partner-in-Charge and Project Director of a project for Arizona State University to review the Budget, Planning and Management Office and recommend efficiency and effectiveness improvements. The primary effort of gathering information was through a series of interviews with the various Budget Planning and Management stakeholders.

Project Co-director and focus group facilitator on a project for the State of Washington's Department of Social and Health Services to develop, implement, and report the results of a series of statewide focus groups regarding the state's WorkFirst program.

Partner-in-Charge and Project Director for a project to assist Kern Community College District and the Cerro Coso Community College, California, in their educational master plan development by determining the needs for courses and programs in the Mammoth Lakes and Bishop areas of California.

Team Member of a management and performance review of Texas A&M University. The review involved conducting interviews, focus groups, surveys, and open forums to obtain substantial input from students, faculty, staff, and citizens and resulted in recommendations to improve the efficiency, economy and effectiveness of the institution.

PROFFESIONAL AND BUSINESS HIGHER EDUCATION EXPERIENCE (Continued)

Partner-in-Charge and Project Director of an analysis of community college funding levels for Washington State Board for Community and Technical Colleges, comparing funding levels of other states to Washington and establishing funding benchmarks or goals for the system.

Partner-in-Charge on a project for Bellevue Community College to develop the framework for and assist in the development of an institutional strategic plan.

Partner-in-Charge of a project that determined the space excesses and deficits by space type (e.g., classrooms, class laboratories, offices) and created a priority list of proposed projects for the University and Community College System of Nevada (now called the Nevada System of Higher Education).

Team Member on a project for the Lake Washington Technical College Board of Trustees to develop a long-range strategic plan for the college.

Consultant on a study to develop a campus master plan for Central State University in Wilberforce, Ohio.

Team Member on a project to assess the quality and quantity of academic and non-academic space for all facilities in the University and Community College System of Nevada (now the Nevada System of Higher Education).

Team Leader for a systems analysis of a project to implement a space inventory and utilization reporting system in Washington's two- and four-year public colleges and universities on behalf of the Higher Education Coordinating Board.

Project Director for identifying the needs and providing the justification for a new campus in North Thurston County for the South Puget Sound Community College.

Developed a long-range enrollment goal and associated 15-year enrollment plan for implementing the goal, using participation rate methodology. The goal and plan were accepted by the Washington State Legislature.

Established the High Technology Coordinating Board (14 members); organized meetings, hired staff, secured space and equipment, and wrote and submitted to the Legislature the first annual report of the Board's activities.

Managed and supervised all data processing activities for a medium-sized state agency; systems included both shared mainframe and microcomputer hardware and applications.

Determined the needed technology and purchased all hardware and software for a state agency, including microcomputers, internal and external data connectivity, and digital telephony.

PROFFESIONAL AND BUSINESS HIGHER EDUCATION EXPERIENCE (Continued)

Developed the agency's long-range technology plan, including network requirements, Internet connectivity, mainframe connections, and user requirements.

NATIONAL PANELS AND COMMITTEES

Completed the SCUP Space Management Course: A Primer on the Tools and Issues in Higher Education Space, January 2003

Completed the Homeland Security – Comprehensive Assessment Model Course and is certified to use the model in conducting threat and vulnerability assessments, February 2005.

Completed the introduction to the National Incident Management System (NIMS) (Course Number -- IS-700), January 2005.

Society of College and University Planning (SCUP), Current and Active Member

National Association of College and University Business Officers (NACUBO) Current and Active Member

Team Leader and Presenter at NPEC, November 1995, December 1996, November 1997, and November 1998

NPEC Steering Committee Member, 1994 to 2000

NPEC Planning Committee Member, 1996; co-chair, 1997

State Higher Education Executive Officers/National Center for Education Statistics (SHEEO/NCES) Data Conference Participant, Planner, and Presenter, 1988 through 1996

Western Interstate Commission for Higher Education (WICHE) Joint Purchasing Initiative Committee Member and State Representative

RANGE OF EXPERIENCE

Mr. Pfeiffer has 20 years of experience in education at the state level. His knowledge includes state budgeting, strategic planning, and data systems. He has garnered several awards for productivity in state government. In addition to state government experience, Mr. Pfeiffer has been a consultant for various states and agencies in performance measurement, data collection, and information systems.

PROFESSIONAL AND BUSINESS HISTORY

Florida Department of Education, Deputy Commissioner, Division of Accountability, Research, and Measurement, February 2007-Present; Assistant Deputy Commissioner, Division of Accountability, Research, and Measurement, February 2005-February 2007; Director, Office of K-20 Education Information and Accountability, September 2002-February 2005; Director, Workforce Education and Outcome Information Services Bureau, June 1996-September 2002; Director, Florida Education and Training Placement Information Program, February 1988-June 1996

Florida Council on Vocational Education, Planner/Evaluator, February 1987-June 1988

Florida Department of Labor and Employment Security, State Job Training Coordinating Council, Deputy Executive Director, October 1984-February 1987

Florida Occupational Information Coordinating Committee, Planning Information Coordinator, January 1978-July 1984

Florida Department of Community Affairs, State Employment and Training Council, Manpower Management Supervisor, September 1972-January 1978

University of Florida, Finance and Accounting Division, Research Assistant, June 1970-August 1972

United States Marine Corps, Commissioned Officer, February 1966-October 1969

Florida Governor's Council on Indian Affairs, Inc., Board of Directors, 1995-Present

YEARS OF EXPERIENCE:

39

EDUCATION:

University of Florida,
B.S., 1969

PROFESSIONAL AWARDS:

Florida TaxWatch
Recognition for
Achievement Pertaining
to Sunshine
Connections, 2006

Baumgartner Award for
Lifetime Achievements
in Information Services
from the National
Association of State
Workforce Agencies,
2005

Florida TaxWatch
Recognition for the
Development of the
Workforce Development
Funding Formula, 1999

Davis Productivity
Awards for Notable
Accomplishments in
Enhancing Government
Services (shared with
staff), 1994, 1992, 1991,
1989

Director of the
Occupational Identifier
Project when it was
Recognized as the
"1986 Outstanding
Achievement by a
State" by the National
Alliance of Business

PROFESSIONAL AND BUSINESS EXPERIENCE

Represented the State of Florida on the National Longitudinal Data System Advisory Committee of the Council of Chief State School Officers.

Served as the executive sponsor to implement an internet portal into the Department of Education's data systems.

Directed an ad hoc state committee established to examine Florida's K-12 assessment and accountability programs.

Coordinated the timing and release of high profile test and accountability system results.

Supervised administrative data systems for secondary and postsecondary assessment, PK-12 Staff and Student Data, Community College Staff and Student Data, the PK-20 Longitudinal Education Data Warehouse, and the Florida Education and Training Placement Information Program.

Worked with the Data Quality Campaign, the Institute for Education Sciences, the CALDER Institute for longitudinal data, the National Governor's Association, and the State Higher Education Executive Officers on issues of connecting and using data across education sectors and with related agency services.

Co-directed the development of "Sunshine Connections" - a Web-based information portal creating a business intelligence approach to accessing education information.

Coordinated the development and implementation of the K-20 Accountability System representing all of Florida's education sectors.

Served as lead staff in negotiating to create an information portal and applications environment for state and local education performance information systems.

Served on several national data collection projects using record linkage methodologies including the Longitudinal Employer Dynamics project of the U.S. Census; the Federal Employment Data Exchange Project with the Department of Defense, U.S. Postal Services, and the Office of Personnel Management; and the Administrative Data Analysis and Research project through the U.S. Department of Labor.

Worked on the National Governor's Association Best Practices project dealing with integrated performance information systems.

Supervised the development and maintenance of information systems to support Workforce Education programs in Florida, including management information and follow-up services. Designed and developed statistical and analytical reports.

Developed funding formulas using performance output and outcome measures for Florida's public postsecondary vocational and adult general education programs.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Directed response to reporting and performance measurement requirements to federal legislation, including the Carl D. Perkins Act and the Workforce Investment Act. Participated in national workshops pertaining to these acts.

Represented the Commissioner of Education in chairing the State level Occupational forecasting Conference, which involved gathering and analyzing occupational opportunities for all levels of education and training.

Represented the State of Florida by chairing a national committee on the development of unit record data systems for higher education entities as part of the National Center for Education Statistics.

Supervised the development and implantation of a system which is used to collect employment and continuing education data of former students or program participants from job training and education programs, including high schools, postsecondary institutions, and universities. Data have been arrayed to facilitate labor market analysis, program evaluation, and direct student counseling.

Served on an internal Equal Employment Opportunity and Insurance Committee.

Served on a task force to develop a new secondary testing program for the state of Florida.

Represented the Commissioner of Education on the Governor's Alliance for Employment of the Handicapped and the Governor's Select Committee on Workforce 2000.

Served as a consortium member of a project involving five states in the development of a revised labor market information system for the United States.

Developed position and issue papers related to state and federal vocational education and job training policy.

Responsible to the legislature for further development of the Occupational Identifier Project which became the Florida Education and Training Placement Information Program in June 1988.

Served as the State Labor Market Information Coordinating Committee Staff Director that developed policy related to data collection pertaining to the labor market.

Coordinated the review of 24 local job training and placement plans for unemployed and low income Floridians. Effort included a statewide policy and coordination plan.

Directed the Occupational Identifier Project, which ultimately was implemented in the Department of Education as the "Florida Education and Training Placement Information Program." This included conducting background research, designing pilot applications, and detailing specifications for software development.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Coordinated with various job training and education agencies to design and implement a computerized occupational supply and demand information system.

Conducted research studies pertaining to improving labor market data resources for planning and program evaluation.

Conducted seminars with private sector and public sector representatives on the use of labor market data for program planning.

Developed background materials that resulted in the legislative establishment of the Occupational Identifier Project.

Reviewer of lessons learned publication sponsored by the Fordham Institute on longitudinal education data systems.

Consultant and presenter for the James Hunt Institute of North Carolina with respect to establishing longitudinal education data systems.

Consultant and discussant for California's Education Data System Action Committee, EdTrust West.

Consultant, University of Missouri, with representatives of state agencies and universities in establishing longitudinal K-16 data systems.

Worked on Data System Evaluation and organizational design, State of North Dakota.

Proposal Reviewer for longitudinal data systems at the Hewlett Foundation.

Advisory Council Member for the Early College High School Initiative, Student Information System Advisory Council.

Independent Reviewer for a National Science Foundation proposal regarding prisoner reentry into general society.

Consultant for the Montana Department of Education/National Governor's Association for integrated performance information management systems.

Independent Reviewer at the Academy for Educational Development.

Consultant for the Jacob France Center at the University of Baltimore, Maryland.

Independent reviewer for the National Center for Vocational Education Research.

Consultant with MGT of America, on a Feasibility Study of the implementation of a follow-up information system for the State of Ohio.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Work with Management, Planning, and Research, Inc. Berkeley, California on national performance measures for vocational education programs funded through federal law.

Participated in a seminar at Appalachian Education Laboratory, Washington, D.C. on performance management information systems.

Consulted with the State of Ohio on automated student follow-up and performance funding.

Consulted with the Montana Department of Education on performance measurement.

Participated in a seminar with the State of Massachusetts on performance measurement for workforce programs.

Worked with the State of California Workforce Development Board as a member of a Peer Review committee on developing a performance measurement approach for workforce development programs.

Participated on a workgroup with the U.S. Department of Labor to develop recommended regulations related to performance measurement required by the Workforce Investment Act of 1998.

Consultant for the State of Louisiana in implementing performance measures for workforce development programs.

Consultant with the State of Texas on developing guidelines for establishing comprehensive follow-up systems in states to support education and workforce development program evaluations. Resulted in publication of "A Field Guide to Automated Follow-up: Cost Effective Collection of Performance Information" and "The Basics of Follow-up by the State of Texas." These publications were co-authored by Marc Anderberg. July 1, 1995-1998.

Consultant for Florida State University/U.S. Agency for International Development on sustaining job placement and career centers at fourteen Indonesian Universities, developed guidelines for conducting tracer and follow-up studies on graduates including reporting results.

Consultant for the National Postsecondary Education Cooperative on integrating postsecondary education data into management and policy development decisions.

Consultant for the State of Texas on developing an empirical approach to identifying new and emerging occupations using longitudinal data collected from employers

Consultant for Volusia County (Florida) Schools on developing evaluation mechanisms for their School-to-Work transition planning grant to the U.S. Departments of Education and Labor.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Consultant for Partners in International Employment and Training (PIET), a subcontractor with the U.S. Agency for International Development in developing and conducting two weeks of seminars on the topics of university-level career guidance and job placement for professionals from Indonesia. Provided training in the conduct of follow-up studies. The professionals represented government agencies from Jakarta and universities in Sumatra.

Consultant for the Center for International Studies, Florida State University on the implementation of a "Education to Labor Market Information System" in nine public Universities in Indonesia.

Consultant for the State of North Dakota regarding the use of record linkage techniques in collecting follow-up data as part of an evaluation strategy for public education and training programs.

Worked with Jerry Strudwick, Senior Policy Analyst, International Institute for Research, and James Cobbe, Ph.D., Professor of Economics, Florida State University, on a report, "The Role of Job Placement Centers in Indonesian Universities" in providing curriculum feedback, career counseling, and job placement services.

Consultant for the Center for International Studies, Florida State University on the USAID Higher Education Development Program with the Government of Indonesia in Jakarta, Palembang, Medan and Parapat, Indonesia. Effort was to do a baseline examination of the status of job placement and career centers in select Indonesian universities.

Consultant for the Texas State Occupational Information Coordinating Committee on creating a vision for an automated follow-up process that relies on record linkage techniques.

Worked with David Stevens, Ph.D., of the University of Baltimore in developing materials associated with the use of record linkage techniques in developing outcome data on former students as a part of a handbook for state officials.

Consultant for the State of Massachusetts regarding the enactment of certain provisions in unemployment insurance law.

Consultant for the State of North Carolina regarding the collection and use of follow-up information to assess education and training program effectiveness.

Consultant for the Utah Council on Occupational Information on student follow-up.

Consultant for the Florida Council on Vocational Education to develop issue papers related to changes in the labor force and the job market.

Consultant for the U.S. Department of Education on strategies to develop vocational program impact evaluations.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Worked with Evaluation Systems Design, Inc. Tallahassee, Florida, on a paper, "Employment Strategies for Offenders in Florida prior to 1983."

Worked with William Stronge, Ph.D., Florida Atlantic University on a paper, "Approaches to Identifying New and Emerging Occupations."

Worked with Christopher D. Howell, Ph.D., on a Lee County Employment Survey.

Worked with the California Occupational Information Coordinating Committee on the California Occupational Information System Report.

Worked with Morgan Lyons, Ph.D., on the County of Los Angeles CETA Data Base Project.

Consultant for the Florida Council of Handicapped Organizations CETA/Handicapped Service Linkage Project.

PRESENTATIONS

Guest Speaker at the Commonwealth Club in San Francisco, California, on the benefits of a comprehensive, longitudinal educational data system. Followed up with testimony before the California Assembly in Sacramento, Spring 2008.

Keynote Speaker for "Data Days," Governor's Initiative for the "year of education" in Berkeley, California, August 2007.

Testimony given to the Secretary's Commission on the Future of Higher Education (sponsored by U.S. Department of Education) on the subject of longitudinal, integrated data systems, March, 2006.

Keynote Panelist in Education Data Summit sponsored by the National Governor's Association, the Council of Chief State School Officers, the U.S. Department of Education, and the Florida Department of Education, February, 2006.

Organizer and presenter in the Integrated Performance Information Summit – The Data Feast – sponsored by the National Governor's Association, September 2005.

Keynote Speaker for the Florida Association of Institutional Research Annual Conference, Access to Higher Education, July 2005.

Facilitator for the U.S. Department of Education Data Quality Institute, Career and Technical Education Performance Measures, June 2005.

Reviewer for the National Science Foundation, a proposal to evaluate the impact of general education diploma outcomes, March 2005.

PRESENTATIONS (Continued)

Panelist on Achieving the Dream: Community Colleges that Work, Jobs for the Future, Washington D.C., February 2005.

Verbal Presentation to the State Board of Education for the State of Montana on integrated performance information systems and K20 education performance accountability, January 2005.

Verbal Testimony to the Florida House of representatives various committees, March 1995, 1996, 1997, 1998, 1999, and 2002.

Written testimony to the State of Nevada legislature concerning the development of automated student data bases in that state, Carson City, 1995.

Verbal and written testimony for the Joint meeting of the U.S. Senate Committee on Labor and Human Resources and the House Committee on Education and Labor. Washington, D.C., 1982.

Written testimony for the U.S. Senate Committee on Labor and Human Resources. Orlando, 1981.

PAPERS AND PUBLICATIONS

With Patricia Windham, "State Integrated Education Data Systems," New Directions for Community Colleges, Spring 2008.

Chapter Author, "Minding the Gap," a publication of Jobs for the Future, published by Harvard University Press, Summer 2007.

"From Performance Reporting to Performance-Based Funding: Florida's Experiences with Workforce Development" in New Directions for Community Colleges: Determining the Economic Benefits of Attending Community College, 1998.

With Marc Anderberg, "A Field Guide to Automated Follow-up: Cost Effective Collection of Performance Information," 1998.

"Lessons Learned: Florida's Education and Training Placement Information Program" in The Journal of the American Vocational Education Research Association, 1994.

RANGE OF EXPERIENCE

Mr. Holloway has a broad range of experience assisting clients in their efforts to refine aspects of their human resources function. Particularly within the context of higher education, he has led or aided numerous efforts to assist clients' efforts to improve upon or refine their systems of classification and compensation, organizational structure, efficiency, and other aspects of operation.

Mr. Holloway's general areas of expertise include statistical analysis, Geographic Information Systems (GIS) analysis, and database management. He is also skilled in survey design and implementation, a range of other market research methodologies, and a variety of software packages.

PROFESSIONAL AND BUSINESS HISTORY

MGT of America, Inc., Senior Consultant, July 2008–present; Consultant, November 2004–June 2008; Analyst, June 2001–October 2004; Research Associate, February 2000–June 2001; Research Assistant, August 1999–February 2000

Florida Department of Transportation, Data Entry, 1997–1998

Florida Department of Insurance, File Clerk, 1995

PROFESSIONAL AND BUSINESS EXPERIENCE

Team Member on a project to conduct an assessment and evaluation of student performance, retention, and graduation rates and the role of the Center for Academic Excellence in assisting students with these outcomes for North Carolina A & T State University.

Team Member on a project for Western Carolina University to evaluate its student retention services and recommend ways to increase retention and graduation rates.

Team Member on a project to review current processes and evaluate all systems supporting student administration at the University of Connecticut Health Center.

Team Member on a project for the Illinois Quad City Chamber of Commerce to conduct a community needs assessment of higher education. The study provided information necessary for the Quad Cities community and education partners to create a vision for higher education for the area over the next decade.

YEARS OF EXPERIENCE:

9

EDUCATION:

B.S., *magna cum laude*,
Economics, Florida
State University, 1999

PROFESSIONAL AFFILIATIONS:

College and University
Professional
Association for Human
Resources

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Consultant on a project for Valdosta State University to conduct a job classification and compensation structure for non-faculty benefited positions. The primary purpose of the study was to align VSU positions with the system-level BCAT job categories and to provide guidance on the establishment and maintenance of competitive salary levels.

Project Director to conduct an update of the Citrus County Mosquito Control District's classification and compensation system. Key issues to be addressed included pay comparability with other districts, employee seniority, and mitigating work factors impacting upon job duties.

Project Director of a compensation study for the Washington State Board for Community and Technical Colleges. MGT conducted a compensation study for faculty and administrator positions, compiling workforce compensation data, collecting national/regional compensation data among peer institutions and systems, and analyzing best practices among peer systems that might be utilized in Washington to refine relevant policy areas.

Project Director for a Dalton State College project to conduct a compensation and workload study for non-faculty positions. MGT compiled workforce compensation data, collected national/regional compensation data among comparable peer institutions, and analyzed workload and resource levels of DSC staff relative to its peers.

Team Member on a project for New College of Florida to study the viability and costs of several potential employee benefits and to evaluate appropriate goals for future faculty salary enhancements.

Team Member of a project conducted with Florida Gulf Coast University to perform a competitive market assessment of presidential salaries. The assessment involved developing relevant university peer groups for presidential salary comparisons.

Project Director on a project for Florida Gulf Coast University to conduct a review of University Presidents' compensation packages. The study involved the selection of appropriate peers, comparisons of compensation packages, and the development of recommendations for setting competitive compensation levels for FGCU's president.

Team Member of a project that conducted a compensation study of positions included in the International Union of Operating Engineers (AFL-CIO) bargaining unit for Southeast Missouri State University. MGT reviewed compensation, benefits, job descriptions, and job classifications, and compared these to relevant labor market statistics.

Analyst on a comprehensive faculty salary equity study for the Southern Polytechnic State University.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Statistical Analyst and Database Manager on a compensation study for the Florida Chiropractic Association to be used in the development of a policy paper for consideration by the state legislature. Examined trends in the number of workers' compensation claims treated by chiropractic in the State of Florida annually from 1993 through the most current year available. Compared the cost-effectiveness of chiropractic versus conventional medical care in the treatment of neuromuscular- and skeletal-related workers' compensation claims.

Team Member on a study that assisted the Georgia Board of Regents address its concerns about high administrative costs by studying the feasibility of consolidating selected administrative support functions at the smaller campuses.

Team Member on a project for The University of Georgia to update their current 10-year comprehensive student housing plan document to reflect changes initiated for the 2003 academic year and beyond.

Team Member of a performance review and revenue enhancement assessment for selected business functions contracted with Valdosta State University, Georgia. These functions included personnel management, financial management, asset and risk management, purchasing, facilities, construction and plant operations, and auxiliary and service operations.

Financial Analysis Team Member on a project that developed a 10-Year Comprehensive Housing Plan for student housing services for Valdosta State University, Georgia.

Analyst for a project for the Oregon University System to assist in developing aspirational peers for the engineering schools at Oregon State and Portland State; interviewing officials at OSU, PSU, the University of Oregon, and the Oregon Institute of Technology regarding their future goals and objectives for their engineering programs; and developing cost estimates for the institutions to reach their goals and objectives.

Research Analyst on a study for the University of North Carolina General Administration to conduct a peer faculty salary comparison in response to legislation passed by the North Carolina General Assembly.

Consultant on a project for the Mississippi Institutions of Higher Learning (IHL) to review and assess the potential options and alternatives for providing citizens along the Gulf Coast renewed access to higher education programs and services following the devastation of Hurricane Katrina.

Consultant on a project for the Minnesota State Colleges and Universities (MnSCU) to conduct a comprehensive program needs assessment in the South I-35 Corridor of Southern Minnesota.

PROFESSIONAL AND BUSINESS EXPERIENCE (Continued)

Consultant on a project to complete a statewide needs assessment of three new Doctoral programs currently authorized by the Minnesota State Colleges and Universities (MnSCU).

Database Manager on a project for the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education to assist the Commission and Council in meeting their statutory obligation to review and make necessary adjustments to peer institutions at least every six years.

Team Member on a study for the University of Mississippi to develop a Comprehensive Plan for Student Housing.

Consultant on a project where MGT was selected to assist the leaders of Carilion Healthcare, the leading hospital network in western Virginia, in assessing preliminary plans for the development of a new medical school in collaboration with Virginia Tech University.

Team Member on a project with Western Carolina University to conduct an Evaluation of Student Retention Services including reviewing and evaluating its existing student retention programs and activities to develop a plan to increase student retention.

Consultant on a project where MGT was invited to review and update, as necessary, the funding model used by the State Board of Community Colleges to allocate the state appropriation among the System's 58 colleges for library books and related instructional resources.

APPENDIX B:

*HIGHER EDUCATION
CLIENT LIST*

APPENDIX B: HIGHER EDUCATION CLIENT LIST

HIGHER EDUCATION CLIENTS	
Academic Professionals of California	Darton College, Georgia
Alabama Commission on Higher Education	Daytona Beach Community College, Florida
Alabama Institute for the Deaf and Blind	Delta State University, Mississippi
Alamo Community College District	East Central College, Missouri
Alcorn State University, Mississippi	Eastern New Mexico University
Alma College, Michigan	Eastern Sierra Community College Committee
Amarillo College, Texas	Edward Waters College
Arizona State University	El Paso Community College District, Texas
Arizona State University-East Campus	Evergreen State College, Washington
Arizona Board of Regents	Fayetteville State University, North Carolina
Armstrong Atlantic State University, Georgia	Finger Lakes Community College, New York
Auburn University, Alabama	Florida A&M University
Austin Community College, Texas	Florida Association of Community Colleges
Baltimore City Community College, Maryland	Florida Board of Governors
Baltimore County Community College, Maryland	Florida Community College System
Baylor University, Texas	Florida Chamber of Commerce
Bellevue Community College, Washington	Florida Council for Education Policy Research and Improvement
Bethune-Cookman College, Florida	Florida Department of Education
Bridgewater College, Virginia	Florida Gulf Coast University
Boise State University, Idaho	Florida International University
Bowie State University, Maryland	Florida Keys Community College
Bowling Green State University, Ohio	Florida Postsecondary Education Planning Commission
Butler Community College, Kansas	Florida State University
Cabrillo Community College, California	Florida State Board of Community Colleges
California Community College System	Franklin University, Ohio
California Postsecondary Education Commission	Georgia Board of Regents
California Higher Education Policy Center	Georgia House of Representatives
California Polytechnic State University	Georgia Institute of Technology
California State University System	Georgia Southern University
California State University-Monterey Bay	Georgia Southwestern State University
California State University-Sacramento	Glendale Community College, California
California University of Pennsylvania	Green River Community College, Washington
Carilion Health System, Virginia	Grossmont-Cuyamaca Community College District, California
Central Michigan University	Harvey Mudd College, California
Central Missouri State University	Heidelberg College, Ohio
Central State University, Ohio	Hennepin Technical College, Minnesota
City University of New York	Houston Community College System, Texas
Civic Council of Greater Kansas City, Missouri	Hudson Valley Community College, New York
Cleveland State University	Idaho State Board of Education
College of Charleston, South Carolina	Illinois Board of Higher Education
College of DuPage, Illinois	Illinois Quad City Chamber of Commerce
College of Notre Dame, California	Independence Chamber of Commerce, Missouri
Colorado Mountain College	Indian River Community College, Florida
Columbia Theological Seminary, Georgia	Institute for Higher Education Policy, Washington, DC
Community College of Baltimore County, Maryland	Iowa Board of Regents
Community College of Southern Nevada	Jackson State University, Mississippi
Connecticut Department of Higher Education	Jamestown Community College, New York
Connecticut State University System	Johnson and Wales University, Florida

HIGHER EDUCATION CLIENTS (CONTINUED)

Kentucky Council on Higher Education	Ohio Board of Regents
Kentucky State University	Ohio Commission the Future of Higher Education
Kern Community College District, California	Ohio State University
Kirkwood Community College, Iowa	Ohio Wesleyan University
Lamar University, Texas	Okaloosa-Walton Community College
Laramie Community College, Wyoming	Oklahoma State University-Tulsa
Logan College of Chiropractic, Missouri	Old Dominion University, Virginia
Los Angeles Community College District	Oregon State University
Los Angeles Southwest College, California	Oregon University System
Louisiana Board of Regents	Our Lady of the Lake College, Louisiana
Louisiana Technical College System	Palm Beach Community College
Maryland Communications Center	Palo Alto College, Texas
Maryland Higher Education Commission	Pennsylvania House Commission on Postsecondary Education
McConnell Foundation, California	Pennsylvania State System of Higher Education
Medical University of South Carolina	Pennsylvania State University
Miami University, Ohio	Pitzer College, California
Miami-Dade Community College, Florida	Purdue University, Indiana
Minnesota Higher Education Coordinating Board	Ramapo College of New Jersey
Minnesota State Colleges and Universities	Rensselaer Polytechnic Institute, New York
Mission College, California	Richard Stockton College of New Jersey
Mississippi Institutions of Higher Learning	Roanoke Higher Education Authority
Mississippi State Board for Community and Junior Colleges	Rockford Chamber of Commerce, Illinois
Mississippi State University	San Francisco State University, California
Mississippi University for Women	Savannah State College Foundation, Georgia
Missouri Coordinating Board for Higher Education	Seminole Community College, Florida
Montana University System	Seattle University, Washington
Morehead State University, Kentucky	Shenandoah University, Virginia
National College of Natural Medicine, Oregon	Sheridan College, Wyoming
National Institute of Independent Colleges and Universities	South Carolina Commission on Higher Education
Nebraska Commission for Postsecondary Education	South Puget Sound Community College, Washington
Nebraska State College System	South Seattle Community College, Washington
Nevada System of Higher Education	Southeast Missouri State University
New College of Florida	Southern Illinois University
New Jersey Department of Higher Education	Southern Methodist University, Texas
New Mexico Commission on Higher Education	Southern Polytechnic State University, Georgia
New York City Technical College	Spokane Community College District, Washington
North Broward Hospital District, Florida	Southern Polytechnic State University, Georgia
North Carolina A&T State University	St. Mary's University, Texas
North Carolina Central University	St. Paul's College, Virginia
North Carolina Community College System	St. Petersburg College, Florida
North Carolina General Assembly	State Higher Education Executive Officers (SHEEO)
North Carolina School of the Arts	Stephen F. Austin State University, Texas
North Carolina State University	Sul Ross State University, Texas
North Dakota Legislative Council	Synergy Medical Education Alliance, Michigan
North Idaho College	Tallahassee Community College, Florida
Northern Kentucky University	Tarleton State University-Central Texas Center
Northern Wyoming Community College	Tennessee Board of Regents
Nova Southeastern University, Florida	Texas Comptroller of Public Accounts

HIGHER EDUCATION CLIENTS (CONTINUED)

Texas A&M University at Galveston	University of North Texas System
Texas Higher Education Coordinating Board	University of Rhode Island
Texas Legislative Budget Board	University of South Florida
Tidewater Community College, Virginia	University of Southern Mississippi
United Faculty of Florida	University of Texas at Austin
U.S. Army Command and General Staff College	University of Texas at San Antonio
University Center of Lake County, Illinois	University of Texas System
University of Arkansas at Little Rock	University of the Pacific, California
University of British Columbia	University of Toledo, Ohio
University of California-Berkeley	University of Virginia
University of California-Merced	University of West Florida
University of California-San Diego	University of Wisconsin Colleges
University of California-Santa Barbara	University of Wisconsin-Stevens Point
University of California System	University System of New Hampshire
University of Central Florida	University System of West Virginia
University of Connecticut Health Center	Utah Board of Regents
University of Florida	Valdosta State University, Georgia
University of Georgia	Virginia Commonwealth University
University of Houston	Virginia Community College System
University of Illinois	Virginia Council on Higher Education
University of Maine	Virginia Joint Subcommittee on Higher Education Funding Policies
University of Michigan-Flint	Virginia Polytechnic Institute and State University
University of Minnesota	Washington Higher Education Coordinating Board
University of Mississippi	Washington Office of Financial Management
University of Missouri	Washington State Board for Community & Technical Colleges
University of Missouri-Kansas City	Washington State University
University of Missouri-St. Louis	Waukesha County Action Network, Wisconsin
University of Montana	West Texas A&M University
University of Nebraska	Western Carolina University, North Carolina
University of North Alabama	Western Wyoming Community College
University of North Carolina	Wright State University, Ohio
University of North Carolina at Greensboro	Wyoming Community College Commission
University of North Florida	

APPENDIX C:
SAMPLE REPORT

APPENDIX C: SAMPLE REPORT

The sample report is located in the **original** version of this proposal.